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AUG 10 1915

# TRINITY COLLEGE

134

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



UNIVERSITY OF ILLINOIS

AUG 7 1915

PRESIDENT'S OFFICE

1915--1916

**Trinity College is conducted by the SISTERS OF  
NOTRE DAME OF NAMUR.**

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE, WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE STATE OF NEW YORK.**

**LEGAL FORM OF BEQUEST:** I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.

UNIVERSITY OF ILLINOIS LIBRARIES

AUG 10 1915



*NOTE.—The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country:*

**DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION  
WASHINGTON**

March 30, 1914.

SISTER CATHERINE ALOYSIUS,  
*President of Trinity College,*  
Washington, D. C.

DEAR MADAM,

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College, and of the standing of the students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,

P. P. CLAXTON,  
*Commissioner.*



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# TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION  
FOR THE  
HIGHER EDUCATION OF WOMEN



1915--1916



T 733 H  
1915-1919

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## COMMUNICATION WITH THE COLLEGE

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The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephone is North 2367.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Washington, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information and inquiries regarding admission should be addressed to the Secretary of the College.

# CALENDAR 1915

1916

## ACADEMIC CALENDAR

### 1915

Christmas Vacation ends,	Tuesday, Jan. 5
Mid-year Examinations begin,	Tuesday, Jan. 19.
Mid-year Examinations end,	Monday, Jan. 25.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 26.
Second semester begins,	Monday, Feb. 1.
Easter Vacation begins,	Wednesday, Mar. 31.
Easter Vacation ends,	Monday, April 5.
Founders' Day,	Saturday, May 1.
Ascension Day,	Thursday, May 13.
Final Examinations begin,	Thursday, May 27.
Final Examinations end,	Tuesday, June 8.
Baccalaureate Sermon,	Sunday, June 6.
Commencement Exercises,	Thursday, June 10.
Entrance Examinations at Centres begin,	Monday, May 31.
Entrance Examinations at Centres end,	Saturday, June 5.
Entrance Examinations at the College begin,	Thursday, Sept. 16.
Registration of Students,	Tuesday, Sept. 21.
College Exercises begin,	Wednesday, Sept. 22.
Thanksgiving Day,	Thursday, Nov. 25.
Christmas Vacation begins,	Friday, Dec. 17.

### 1916

Christmas Vacation ends,	Tuesday, Jan. 4.
Mid-year Examinations begin,	Tuesday, Jan. 18.
Mid-year Examinations end,	Monday, Jan. 24.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 25
Second semester begins,	Monday, Jan. 31
Easter Vacation begins,	Wednesday, April 19.
Easter Vacation ends,	Monday, April 24.

THE COURSES OF STUDY IN THE COLLEGE ARE  
CONDUCTED BY THE FOLLOWING  
PROFESSORS

---

VERY REVEREND EDWARD A. PACE, Ph. D., S. T. D., LL. D.  
Philosophy (Psychology, Ethics); History of Education.

REVEREND WILLIAM TURNER, S. T. D.  
History of Philosophy.

VERY REVEREND THOMAS A. SHIELDS, Ph. D., LL. D.  
Education (Science and Art of Study, Philosophy, Psychology,  
Methods).

REVEREND PATRICK J. McCORMICK, Ph. D.  
School Management.

REVEREND CHARLES A. DUBRAY, S. M., Ph. D.  
Introduction to Philosophy.

VERY REVEREND CHARLES F. AIKEN, S. T. D.  
Apologetics.

REVEREND NICHOLAS A. WEBER, S. M., S. T. D.  
Church History.

REVEREND WILLIAM J. KERBY, S. T. L.  
Economics and Sociology.

REVEREND THOMAS V. MOORE, C. S. P., Ph. D.  
Biology.

SEÑORA RITA LEZCA DE RUIZ.  
Spanish.

MISS ELSIE KERNAN.  
Elocution and Gymnastics.

With Sisters of Notre Dame in the Departments of Religion, Sacred Scripture, Greek, Latin, German, French, Spanish, English, Logic, Church History, History, Mathematics, Physics, Chemistry, Biology, Botany, Hygiene, History of Art, Music, and Art.

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---

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THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY  
THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME  
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THE SECRETARY OF THE COLLEGE  
THE TREASURER OF THE COLLEGE  
THE DEAN OF THE COLLEGE FACULTY  
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# THE AUXILIARY BOARD OF REGENTS

---

The Board is organized as the AUXILIARY BOARD OF REGENTS OF TRINITY COLLEGE and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

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\* National President of the Ladies' Auxiliary, A. O. H., ex-officio, a member of the Auxiliary Board of Regents, Trinity College.

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---

Boards formed outside of the city of Washington are called ASSOCIATE BOARDS OF TRINITY COLLEGE.

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---

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New Orleans, Louisiana

### THE LADIES CATHOLIC BENEVOLENT ASSOCIATION Buffalo, N. Y.

# TRINITY COLLEGE

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**LOCATION.**—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park, from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

**FOUNDATION AND PURPOSE.**—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for “a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning.” The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

**IDEALS.**—Not only in the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view: the *true scholar*, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the *true woman*, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

#### EQUIPMENT.

**THE LIBRARY.**—The College Library now contains about 16,600 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

**THE O'CONNOR ART GALLERY.**—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable

art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

THE HOLAHAN SOCIAL HALL contains many precious and rare pictures, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

THE SCIENCE LABORATORIES.—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places and at

others rich in economic, scientific, and historic interest, *e. g.* the Treasury Department, the Patent Office, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought, men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

**SCOPE OF THE COLLEGE.**—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington.

**CLASSIFICATION OF STUDENTS.**—The students are classified as follows: Graduate students, undergraduate students, and hearers.

*Graduate Students* are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

*Undergraduate Students* are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

*Hearers* are those who, by concession of the Faculty, attend some of the courses. They must be at least twenty years of age. They must give proof that they are able and willing to profit by collegiate instruction. They must bring close application to the courses they elect; their admission to examinations and laboratory exercises depends on the judgment of the instructors, and at any time their privileges may be withdrawn. The minimum number of hours that resident hearers may elect is twelve.

## ADMISSION

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### ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College by examination or by certificate after the successful completion of a high-school or academy course of four years. Admission by certificate is granted to schools accredited by Trinity College or affiliated to the Catholic University, Washington, D. C. There is no high-school or academy attached to the College.

Candidates who do not present certificates must pass examinations in subjects amounting to  $15\frac{1}{2}$  unit courses of high-school work. The accepted definition of a unit course is *a course of study covering a school year of not less than thirty-five weeks, with five class periods of at least forty-five minutes each per week.*

The studies to be presented in satisfaction of the entrance requirements for the different degrees are given in tabular statement. The amount of preparation required in each subject is indicated by the number of units assigned to that subject. \*

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\* Although no formal entrance examination is held in Religion, it is presumed, needless to say, that the program of every Catholic high-school and academy will give to this all-important subject at least four (4) points, i. e., the equivalent of one period each day throughout the entire course of four years. The teaching should be thorough and systematic, so that the student will be well prepared to profit by the courses in Religion and Sacred Scripture which constitute a regular and important part of the system of prescribed studies throughout the College course.

**ENTRANCE REQUIREMENTS  
FOR THE DEGREES OF  
BACHELOR OF ARTS (A. B.)**

*Prescribed*

English .....	3 units
Latin .....	4 units
Major Language .....	3 units
(Greek, French, or German)	
History .....	1 unit
Mathematics .....	2½ units

*Electives*

Two units must be chosen from the following subjects:	
Minor Language .....	2 units
(Not offered for Major Language)	
History .....	2 units
Physics .....	1 unit
Chemistry .....	1 unit
Botany .....	1 unit
Zoology .....	1 unit
Music .....	1 unit
Total .....	15½ units

**BACHELOR OF LETTERS (B. Litt.)**

*Prescribed*

English .....	3 units
History .....	1 unit
Major Language .....	3 units
(Latin, Greek, French, or German)	
Minor Language .....	2 units

*Latin* must be either the Major or Minor Language.

*Electives*

6½ units must be chosen from the following subjects:	
Major Language .....	3 units
Minor Language .....	2 units
History .....	3 units
Algebra .....	1½ units
Plane Geometry .....	1 unit
Physics .....	1 unit
Chemistry .....	1 unit
Botany .....	1 unit
Zoology .....	1 unit
Music .....	1 unit
Total .....	15½ units

**BACHELOR OF SCIENCE (B. S.)**

*Prescribed*

English .....	3 units
Latin .....	2 units
French .....	3 units
German .....	3 units
History .....	1 unit
Algebra—2d Year.....	1 unit
Plane Geometry .....	1 unit
Solid Geometry .....	1½ unit

*Electives*

1 unit must be chosen from the following subjects:	
Physics .....	1 unit
Chemistry .....	1 unit
General Biology .....	1 unit
Botany .....	1 unit
Zoology .....	1 unit
Total .....	15½ units

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

#### TABLE OF EQUIVALENT EXAMINATIONS

COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATION		TRINITY COLLEGE EXAMINATION	
Subjects		Subjects	Units
English, <i>a</i> and <i>b</i> .....	=	English .....	3
History, <i>a</i> , <i>b</i> , <i>c</i> , or <i>d</i> .....	=	History .....	1
Mathematics, <i>a</i> ( <i>i</i> and <i>ii</i> ) and <i>c</i> .....	=	Mathematics .....	3
Latin <i>a</i> ( <i>i</i> and <i>ii</i> ), <i>b</i> , <i>c</i> , <i>d</i> , <i>l</i> and <i>m</i> .....	=	Latin .....	4
<i>One of the following:</i>		<i>Major Requirement in one of the following:</i>	
Greek, <i>a</i> ( <i>i</i> and <i>ii</i> ), <i>b</i> , <i>c</i> , <i>f</i> , and <i>g</i>	=	Greek, or French, or German	3
French, <i>a</i> and <i>b</i>			
German, <i>a</i> and <i>b</i>			
<i>One subject from Group I or two subjects from Group II:</i>		<i>Two units to be chosen from the following:</i>	
<i>Group I:</i>		The Minor Requirement in one of the languages not offered for major standing (Greek, or French, or Ger- man)	2
Green, <i>a</i> ( <i>i</i> and <i>ii</i> ), <i>b</i> , <i>f</i> , and <i>g</i>		History (in addition to the amount prescribed above)	1
French, <i>a</i>		Physics	1
German, <i>a</i>		Chemistry	1
<i>Group II:</i>		Botany	1
History, <i>a</i> , or <i>b</i> , or <i>c</i> , or <i>d</i> (not offered above)	=	Zoology	1
Physics		Music	1
Chemistry			
Botany			
Zoology			
Music			

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic diploma will be accepted in lieu of the examination in any subject.

The admission subjects are divided into two groups as follows:

*Preliminaries:*

English A—Reading and Practice.

French major except Prose Composition and the use of the spoken language.

German major except Prose Composition and the use of the spoken language.

Greek major except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

*Finals:*

English B — Study and Practice, including Composition, Algebra, Botany, Chemistry, Physics, Music.

French minor requirement, the Prose Composition and use of the spoken language of the major requirement.

German minor requirement, the Prose Composition and the use of the spoken language of the major requirement.

Greek minor, the Prose Composition of the major requirement.

History, second point.

Latin Prose Composition.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken during last year. Candidates are advised to take English Composition and Algebra in the last year.

## ADMISSION BY CERTIFICATE

Students from such High Schools and Academies as may be approved by the Faculty are admitted to the Freshman Class without examination on presentation of certificates showing that they have completed the requisite amount of preparatory study. Blank forms of such certificates will be furnished instructors on application to the Secretary.

Students received on certificate are regarded as upon probation during the first half year, and those deficient in preparation are dropped whenever the deficiency has been clearly demonstrated. If those entering from any school during a term of years are found deficient in preparation, the privilege of entering on certificate will be withdrawn from that school.

The certificate privilege is not granted for more than three years, but may be renewed on application.

## ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies, but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

## GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1915 the entrance examinations will be held May 31 to June 5 and September 16 to September 21. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Applications for the certificate privilege must be made to the Secretary of the College upon blanks furnished by the College and covering full statements concerning courses of study, teachers, and equipment. All applications must be made before April first in order to be approved for the next College year.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, twenty-five cents should be forwarded.

By special arrangement, examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

## EXAMINATION CENTRES

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The Visitation Academy,	Brooklyn, N. Y., Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I., St. Joseph's-in-the-Pines.
Miss Nardin's Academy,	Buffalo, N. Y. Cleveland Ave.
St. Peter's Academy,	Rome, N. Y.
The Academy of Notre Dame,	Boston, Mass., Berkeley St.
The Academy of Notre Dame,	Roxbury, Mass., Washington St.
The Academy of Notre Dame,	Lowell, Mass., Adams St.
St. John's School,	Worcester, Mass., Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.
Mount St. Mary's Academy,	Manchester, N. H., Hooksett Heights.
St. Joseph's Academy,	Deering, Maine.
St. Mary's Academy,	New Haven, Conn., Orange St.
Notre Dame Academy,	Waterbury, Conn.
The Academy of Notre Dame,	Philadelphia, Pa., W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburgh, Pa., Fifth Ave.
St. Joseph's Academy,	Greensburg, Pa. Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.
Mount St. Mary's Seminary,	Scranton, Pa., Adams Ave.
St. Mary Academy,	Wilkes-Barre, Pa.,
The Academy of Notre Dame,	Cincinnati, Ohio, Sixth Ave., East.
The Academy of Notre Dame,	Cincinnati, Ohio, East Walnut Hills.
The Ursuline Academy,	Cleveland, Ohio, Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio, Rich St.

The Loretto Academy.	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy,	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.,	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kan.	
Mount Carmel Academy,	Wichita, Kan.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy,	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.,	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.,	Mission Dolores.
Immaculate Heart College,	Hollywood, Cal.	
The Mother-House Congregation	Notre Dame,	Montreal, Quebec.

# TRINITY COLLEGE

## SCHEDULE OF EXAMINATIONS, MAY, 1915

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*Monday, May 31.*

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|--------------------------------|----------------------------|
| 9.30 A. M.—12.30 P. M. . . . . | Latin 1, 5. (3 for minor.) |
| 2.00 P. M.— 4.00 P. M. . . . . | Physics.                   |
| 4.00 P. M.— 5.30 P. M. . . . . | History.                   |

*Tuesday, June 1.*

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|--------------------------------|-------------|
| 9.30 A. M.—12.30 P. M. . . . . | Latin 2, 4. |
| 2.00 P. M.— 4.00 P. M. . . . . | Greek.      |
| 4.00 P. M.— 5.30 P. M. . . . . | History.    |

*Wednesday, June 2.*

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|--------------------------------|-------------------|
| 9.30 A.M.—11.30 A. M. . . . .  | English, Reading. |
| 2.00 P. M.— 4.00 P. M. . . . . | Chemistry.        |
| 4.00 P. M.— 5.30 P. M. . . . . | French—minor.     |

*Thursday, June 3.*

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|--------------------------------|--------------------|
| 9.30 A.M.—11.30 A. M. . . . .  | English, Study.    |
| 2.00 P. M.— 4.00 P. M. . . . . | Algebra.           |
| 4.00 P. M.— 5.30 P. M. . . . . | Zoölogy, or Music. |

*Friday, June 4.*

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|--------------------------------|-----------------|
| 9.30 A. M.—12.30 P. M. . . . . | French.         |
| 2.00 P. M.— 4.00 P. M. . . . . | Plane Geometry. |
| 4.00 P. M.— 5.30 P. M. . . . . | German—minor.   |

*Saturday, June 5.*

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|--------------------------------|---------------------------------|
| 9.30 A. M.—12.30 P. M. . . . . | German.                         |
| 2.00 P. M.— 4.00 P. M. . . . . | Botany.                         |
| 4.00 P. M.— 5.30 P. M. . . . . | Solid Geometry or Trigonometry. |

# TRINITY COLLEGE

## SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1915

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*Thursday, September 16.*

9.30 A. M.—12.30 P. M. . . . .	German.
2.00 P. M.— 4.00 P. M. . . . .	History.
4.00 P. M.— 6.00 P. M. . . . .	English, Reading.

*Friday, September 17.*

9.30 A.M.—11.30 A. M. . . . .	English, Study.
2.00 P. M.— 4.00 P. M. . . . .	French.
4.00 P. M.— 6.00 P. M. . . . .	History.

*Saturday, September 18.*

9.30 A. M.—12.30 P. M. . . . .	Latin 1, 5. (3 for minor.)
2.00 P. M.— 4.00 P. M. . . . .	Chemistry or Botany.

*Monday, September 20.*

9.30 A. M.—12.30 P. M. . . . .	Latin 2, 4.
2.00 P. M.— 4.00 P. M. . . . .	Physics.
4.00 P. M.— 6.00 P. M. . . . .	Greek.

*Tuesday, September 21.*

4.00 P. M.— 6.00 P. M. . . . .	Plane Geometry.
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*Saturday, September 25.*

9.30 A.M.—11.30 A. M. . . . .	Algebra.
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# DEFINITION OF REQUIREMENTS

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## ENGLISH (3)

### REQUIREMENT FOR 1915-1919

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

#### *Grammar and Composition*

One and one-half units.

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

#### *Literature*

One and one-half units

The second object is sought by means of two lists of books, headed respectively READING and STUDY, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history.

#### A. READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

##### GROUP I—CLASSICS IN TRANSLATION

The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Aeneid*.

The *Odyssey*, *Iliad* and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

##### GROUP II—SHAKESPEARE.

<i>Midsummer Night's Dream,</i>	<i>Richard II,</i>
<i>Merchant of Venice,</i>	<i>Richard III,</i>
<i>As You Like It,</i>	<i>Henry V,</i>
<i>Twelfth Night,</i>	<i>Coriolanus,</i>
<i>The Tempest,</i>	<i>Julius Caesar,*</i>
<i>Romeo and Juliet,</i>	<i>Macbeth,*</i>
<i>King John,</i>	<i>Hamlet,*</i>
	} If not chosen for study under B.

##### GROUP III—PROSE FICTION

Malory: *Morte d' Arthur* (about 100 pages).

Bunyan: *Pilgrim's Progress, Part I.*

Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag).

Defoe: *Robinson Crusoe, Part I.*

Goldsmith: *Vicar of Wakefield.*

Frances Burney: *Evelina.*

Scott's Novels: any one.

Jane Austen's Novels: any one.

Maria Edgeworth: *Castle Rackrent*, or *The Absentee*.  
Dicken's Novels: any one.  
Thackeray's Novels: any one.  
George Eliot's Novels: any one.  
Mrs. Gaskell: *Cranford*.  
Kingsley: *Westward Ho!* or *Hereward the Wake*.  
Blackmore: *Lorna Doone*.  
Hughes: *Tom Brown's Schooldays*.  
Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*.  
Cooper's Novels: any one.  
Poe: *Selected Tales*.  
Hawthorne: *The House of the Seven Gables*, or *Twice Told Tales*, or  
*Mosses from an Old Manse*.  
A collection of *Short Stories* by various standard writers.

GROUP IV—ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages).  
Boswell: Selections from the *Life of Johnson* (about 200 pages).  
Franklin: *Autobiography*.  
Irving: Selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*.  
Southey: *Life of Nelson*.  
Lamb: Selections from the *Essays of Elia* (about 100 pages).  
Lockhart: Selections from the *Life of Scott* (about 200 pages).  
Thackeray: Lectures on *Swift*, *Addison*, and *Steele* in the *English Humorists*.  
Macaulay: Any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay*.  
Trevelyan: Selections from the *Life of Macaulay* (about 200 pages).  
Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages).  
Dana: *Two Years before the Mast*.  
Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greely; together with a brief memoir or estimate of Lincoln.  
Parkman: *The Oregon Trail*.  
Thoreau: *Walden*.  
Lowell: *Selected Essays* (about 150 pages).  
Holmes: *The Autocrat of the Breakfast Table*.  
Stevenson: *An Inland Voyage and Travels with a Donkey*.

Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.

A collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of *Letters* by various standard writers.

#### GROUP V—POETRY

Palgrave's *Golden Treasury* (*First Series*): *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

Palgrave's *Golden Treasury* (*First Series*): *Book IV*, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B).

Goldsmith: *The Traveller* and *The Deserted Village*.

Pope: *The Rape of the Lock*.

A collection of English and Scottish *Ballads*, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads.

Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*.

Byron: *Childe Harold*, *Canto III or IV*, and *The Prisoner of Chillon*.

Scott: *The Lady of the Lake*, or *Marmion*.

Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*.

Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*.

Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "De Gustibus"—, *Instans Tyrannus*.

Arnold: *Sohrab and Rustum*, and *The Forsaken Merman*.

Selection from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

#### B. STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

#### GROUP I—DRAMA

Shakespeare: *Julius Cæsar*, or *Macbeth*, or *Hamlet*.

#### GROUP II—POETRY

Milton: *L'Allegro*, *II Penseroso*, and either *Comus* or *Lycidas*.

Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*.

The selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

#### GROUP III—ORATORY

Burke: *Speech on Conciliation with America*.

Macaulay's Two *Speeches on Copyright*, and Lincoln's *Speech at Cooper Union*.

Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

#### GROUP IV—ESSAYS

Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*.

Macaulay: *Life of Johnson*.

Emerson: *Essay on Manners*.

#### EXAMINATION

However accurate in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling or other essentials of good usage.

The examination will be divided into two parts:

##### 1. *Grammar and Composition*

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from his personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make his own selections. He will not be expected to write more than four hundred words per hour.

## 2. Literature

The examination in literature will include:

A. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined above under A. READING. The candidate will be required to submit a list of the books read in preparation for the examination, certified by the principal of the school in which he was prepared; but the books named in this list will not be made the basis of detailed questions.

B. A test on the books prescribed under B. STUDY above, which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

## HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814). One unit.

MEDIAEVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time. one unit.

ENGLISH HISTORY. one unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT. one unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

## LATIN (4)

### I. Amount and Range of the Reading Required

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, *Gallic War*, I-IV; Cicero, the orations against *Catiline*, for the *Manilian Law*, and for *Archias*; Vergil, *Aeneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Aeneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

## *II. Scope of the Examinations*

(1) *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading.*—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the *Manilian Law* and for *Archias*, and Vergil, *Aeneid I, II*, and either *IV* or *VI*, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition.*—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

## *Suggestions Concerning Preparation*

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

### *Subjects for Examination*

*As an assignment of values, 1, 2, 4 and 5 are counted as one unit each, 3 as two units, and 6 as one-half unit; but 3 has no assigned value unless offered alone, 1, 2, and 6 have no assigned values unless offered with 4 or 5, and in no case is the total requirement to be counted as more than four units.*

1. Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2) including the prose works prescribed (see II, 2).
3. Second Year Latin.—This examination is offered primarily for candidates intending to enter colleges which require only two years of Latin or accept so much as a complete preparatory course. It will presuppose reading not less in amount than Cæsar (*Gallic War, I-IV*), selected by the schools from Cæsar (*Gallic War and Civil War*) and Nepos (*Lives*); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition.
4. Cicero (orations for the *Manilian Law* and for *Archias* and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
5. Vergil (*Aeneid, I, II*, and either *IV* or *VI*, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
6. Advanced Prose Composition.

## GREEK (2 or 3)

### GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

### COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

### SIGHT TRANSLATION.

Translation into English at sight of prose of no great difficulty than Xenophon's *Anabasis*

### XENOPHON.

The first four books of the *Anabasis*.

### HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

## FRENCH (2 or 3)

### MINOR REQUIREMENT (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules

of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronomial adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédolière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Legouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mariet's *La Tâche du petit Pierre*, extracts from Michelet Sarcey's *Le Siège de Paris*, Verne's Stories.

### MAJOR REQUIREMENT (3)

**THE AIM OF THE INSTRUCTION.**—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

**THE WORK TO BE DONE.**—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are : About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's,

poems, Daudet's *La Belle Nirernaise*, La Brète's *Mon Oncle et mon Cureé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's *L'Avare* and *Le Bourgeois gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Seiglière*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers' *L'expédition de Bonaparte en Egypte*, Vigny's *La canne de jonc*.

## GERMAN (2 or 3)

### MINOR REQUIREMENT (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the minor course in German the pupil should be able to read at sight and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Anderson's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Gernelshausen*; Heyse's *L' Arrabbiata*, *Das Mädchen von Treppi* and *Anfang und Ende*; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stökl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelmi's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Anderson's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

### MAJOR REQUIREMENT (3)

**THE AIM OF THE INSTRUCTION.**—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

**THE WORK TO BE DONE.**—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works, as the following: Ebner-Eschenbach's *Die Freiher-*

*ren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*; Hauff's *Lichtenstein*; Heine's poems; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolphs Page*; Moser's *Der Bibliothekar*; Mosher's *Wilkommen in Deutschland*; Riehl's *Novellen*—for example, *Burg Neideck*, *Der Fluch der Schönheit*, *Der Stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*; *Der Geisterseher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

## SPANISH (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second years the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practise in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A collection of easy short stories and lyrics, carefully graded: Perez Eserich, *Fortuna*; Ramos Carrion and Vital Aza, *Zaragüeta*; Palacio Valdés, *José*; Pedro de Alarcon, *El Capitán Veneno*; the selected short stories of Pedro de Alarcon or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-

Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's *History of Spanish Literature*.

The requirement in Spanish, which follows the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, is based upon recommendations made by a committee of that Association in December, 1910.

## MATHEMATICS (2½)

### ALGEBRA.

#### i. ALGEBRA TO QUADRATICS.

One unit.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

#### ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the  $n$ th term and the sum of the terms of arithmetic and geometric progressions, with applications.

### PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for three years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry.

Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

## PHYSICS\* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

**LABORATORY NOTE-BOOK.**—Every candidate must present at the time of, and as part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best description of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

## CHEMISTRY† (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.

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\*The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

†The requirement in Chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

**OUTLINE.**—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen*, *hydrogen*, *carbon*, *nitrogen*, *chlorine*, *bromine*, *iodine*, *fluorine*, *sulphur*, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mercury, silver, aluminum, *lead*, tin *iron*, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen-sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

**LABORATORY NOTE-BOOK.**—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.

**3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.**

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil, as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

## BOTANY\* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry).

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

**OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.**—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferæ, Rosacæ, Leguminosæ, Umbelliferæ, Yabiatae, Composite, Solanaceæ, Salicaceæ, Cupuliferæ, Lillacæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vaucheria*, *Spirogyra*, and a photophyte (*Sphaerella*).

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\*For a more detailed statement of the requirements in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

**PYHSIOLOGY.**—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

**ECOLOGY.**—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

## ZOOLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

## MUSIC

- (1) The examination in Music includes Musical Appreciation, Harmony, Counterpoint, Pianoforte, Voice and Violin. The requirement in Music is based on the report of a joint committee representing the Eastern Educational Music Conference and the New England Education League.
- (2) For a more detailed statement of the requirement the candidate is referred to the pamphlet published by the College Entrance Examination Board.

## EXPENSES

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The charge for tuition for one year to all students is.....\$150 00  
From this there is no deduction in case of withdrawal.

The charge for board and residence for one year varies from..... 375 00  
According to the size and situation of the room or rooms occupied by <sup>to</sup> 500 00  
the student.

Board in the Christmas vacation is charged extra per week..... 7 00

Dinner and luncheon to non-resident students for one year..... 100 00

For chemicals and breakage in the laboratories..... 15 00

Drawing or Painting for special students in art for one year..... 100 00

Drawing or Painting for students in the regular college course.... 50 00

Piano lessons and daily use of instrument for one year..... 100 00

Organ lessons and daily use of instrument for one year..... 100 00

Fee for the degree of Bachelor of Arts..... 15 00

Fee for the degree of Master of Arts..... 25 00

Certificate Fee ..... 5 00

Gymnasium Fee per semester..... 1 00

*One-half of the annual fee for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.*

Payments must be made before a student can take her place in the class-room.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be kept to a student's credit during her residence and will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before August 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room is required to pay an extra fee of ten dollars.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

*The degree will not be granted to any student unless her College bills are paid before Commencement.*

## SCHOLARSHIPS

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A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence with single room at the College for the full course of four years; others relieve the student of one-half of this expense for the full College course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. Each year one new student shall be eligible to receive the same; 4. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia; subject temporarily to nomination of Trinity College.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island and subject to its nomination.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarship, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents;

open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Helena, Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnæ, Sixth Street, Cincinnati, Ohio, founded in 1912, by the Notre Dame Alumnæ, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

*An endowment of ten thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.*

*An endowment of five thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.*

*An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.*

## INSTRUCTION

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The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin, and English, which are prescribed studies, with two elective from the following: Greek, German, French, English Literature, Mathematics, History, and History of Art.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the course in general, the prescribed studies of the group and free electives.

**EXAMINATIONS IN COURSE.**—Two examinations, the mid-year and the final, are held in the classes every year.

A limited number of absences from the lectures or other class exercises of any course debars a student from taking the examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95-100 per cent; B, 85-95 per cent; C, 75-85 per cent; and D, 65-75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

# REQUIREMENTS FOR DEGREES

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## BACHELOR OF ARTS (A.B.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English .....	(3)	English .....	(2)	English .....	(2)	Philosophy .....	(3)
Latin .....	(4)	2 Majors .....	(6)	2 Majors .....	(6)	Church History..(1)	
Philosophy .....	(2)	Science .....	(4)	Philosophy .....	(2)	Religion .....	(1)
Scripture .....	(1)	Philosophy .....	(2)	Church History..(1)		Electives .....	(10)
Religion .....	(1)	Church History..(1)		Religion .....	(1)		
Electives .....	(6)	Scripture .....	(1)	Electives .....	(4)		
		Religion .....	(1)				
		Elective .....	(1)				

One of the majors must be taken in either the School of Philosophy or of Letters. The distribution of hours for major subjects varies in History and Science Groups.

## BACHELOR OF LETTERS\* (B. Litt.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English .....	(3)	English .....	(4)	English .....	(4)	English .....	(4)
Mod. Languages.(6)		Mod. Languages.(6)		Mod. Languages.(3)		Mod. Languages.(3)	
Philosophy .....	(2)	Philosophy .....	(2)	Philosophy .....	(2)	Church History..(1)	
Scripture .....	(1)	Church History..(1)		Church History..(1)		Philosophy .....	(3)
Religion .....	(1)	Scripture .....	(1)	Religion .....	(1)	Religion .....	(1)
Electives .....	(4)	Religion .....	(1)	Electives .....	(5)	Electives .....	(3)
		Electives .....	(3)				

\* Two years of college work in French and German are required.

## BACHELOR OF SCIENCE (B. S.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English .....	(3)	English .....	(2)	English .....	(1)	Majors .....	(5)
French or German(3)		French or German(3)		Majors .....	(6)	Philosophy .....	(2)
Mathematics ....	(3)	Majors ....(7 or 8)		Church History..(1)		Church History..(1)	
Science .....	(4)	Philosophy .....	(1)	Religion .....	(1)	Religion .....	(1)
Scripture .....	(1)	Church History..(1)		Second Science ..(4)		Electives .....	(6)
Religion .....	(1)	Religion .....	(1)	Electives .....	(4)		
Electives .....	(2)	Electives .....	(2)				

## DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Letters (B. Litt.), or in Science (B. S.)

Every candidate for the A. B., the B. Litt., or the B. S. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

### DEGREES WITH DISTINCTION

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: WITH DISTINCTION (*cum laude*); WITH HIGH DISTINCTION (*magna cum laude*); WITH HIGHEST DISTINCTION (*Summa cum laude*).

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) or Master of Science (M. S.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of their ability to carry on the work for the Master's degree.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

Detailed information in regard to graduate work may be obtained from the Secretary of the College.

## GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects: *e. g.* the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow:

## GREEK AND LATIN

### SOPHOMORE YEAR

RELIGION.

**GREEK.**

SACRED SCRIPTURE.

**LATIN.**

CHURCH HISTORY.

**SCIENCE.**

PHILOSOPHY.

**ELECTIVES:**

ENGLISH.

German. French. Spanish.  
Mathematics. History.  
History of Art.

### JUNIOR YEAR

RELIGION.

**GREEK.**

PHILOSOPHY.

**LATIN.**

CHURCH HISTORY.

**ELECTIVES:**

ENGLISH.

German. French. Spanish.  
History. Mathematics.  
Science. Education.  
History of Art.

### SENIOR YEAR

RELIGION.

**ELECTIVES:**

**GREEK.**

CHURCH HISTORY.

**LATIN.**

PHILOSOPHY.

German. French.  
English. Spanish. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

## LATIN AND GERMAN

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

SACRED SCRIPTURE.

CHURCH HISTORY.

**GERMAN.**

PHILOSOPHY.

SCIENCE.

ENGLISH.

#### ELECTIVES:

Greek. French. Spanish.  
Mathematics. History.  
History of Art.

### JUNIOR YEAR

RELIGION.

**LATIN.**

CHURCH HISTORY.

**GERMAN.**

PHILOSOPHY.

#### ELECTIVES:

Greek. French. Spanish.  
Science. History. Mathematics.  
Education.  
History of Art.

### SENIOR YEAR

RELIGION.

ELECTIVES:

**LATIN.**

CHURCH HISTORY.

**GERMAN.**

PHILOSOPHY.

Greek. French.  
Spanish. English. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

## LATIN AND FRENCH

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

SACRED SCRIPTURE.

**FRENCH.**

CHURCH HISTORY.

SCIENCE.

PHILOSOPHY.

#### ELECTIVES:

ENGLISH.

Greek. German. Spanish.  
Mathematics. History.  
History of Art.

### JUNIOR YEAR

RELIGION.

**LATIN.**

PHILOSOPHY.

**FRENCH.**

CHURCH HISTORY.

#### ELECTIVES:

ENGLISH.

Greek. German. Spanish.  
History. Mathematics.  
Science. Education.  
History of Art.

### SENIOR YEAR

RELIGION.

ELECTIVES:

**LATIN.**

CHURCH HISTORY.

**FRENCH.**

PHILOSOPHY.

Greek. German.  
Spanish. English. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

## LATIN AND ENGLISH

### SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

PHILOSOPHY.

SCIENCE.

### LATIN.

### ENGLISH.

Rhetoric and Composition.  
Literature.  
Philosophy.

### ELECTIVES:

Greek. German.  
French. Spanish.  
History. Mathematics.  
History of Art.

### JUNIOR YEAR

RELIGION.

PHILOSOPHY.

CHURCH HISTORY.

### LATIN.

### ENGLISH.

Rhetoric and Composition.  
Literature.  
Philology.

### ELECTIVES:

Greek. German.  
French. Spanish.  
History. Mathematics. Science.  
Education.  
History of Art.

### SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

### ELECTIVES:

### LATIN.

### ENGLISH.

Greek. German.  
French. Spanish. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

## **GERMAN AND FRENCH**

### **SOPHOMORE YEAR**

**RELIGION.**

**GERMAN.**

**SACRED SCRIPTURE.**

**FRENCH.**

**CHURCH HISTORY.**

**FRENCH.**

**PHILOSOPHY.**

**SCIENCE.**

**ENGLISH.**

**ELECTIVES:**

Greek. Latin. Spanish.  
Mathematics. History.  
History of Art.

### **JUNIOR YEAR**

**RELIGION.**

**GERMAN.**

**PHILOSOPHY.**

**FRENCH.**

**CHURCH HISTORY.**

**ELECTIVES:**

Greek. Latin. Spanish.  
History. Mathematics.  
Science. Education.  
History of Art.

### **SENIOR YEAR**

**RELIGION.**

**ELECTIVES:**

**GERMAN.**

**CHURCH HISTORY.**

**FRENCH.**

**PHILOSOPHY.**

Greek. Latin.  
Spanish. English. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

## **ENGLISH AND GERMAN**

### **SOPHOMORE YEAR**

**RELIGION.**

**SACRED SCRIPTURE.**

**CHURCH HISTORY.**

**PHILOSOPHY.**

**SCIENCE.**

### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

### **GERMAN.**

#### **ELECTIVES:**

Greek. Latin.  
French. Spanish.  
Mathematics. History.  
History of Art.

### **JUNIOR YEAR**

**RELIGION.**

**PHILOSOPHY.**

**CHURCH HISTORY.**

### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

### **GERMAN.**

#### **ELECTIVES:**

Greek. Latin.  
French. Spanish.  
Mathematics. History.  
Science.  
Education. History of Art.

### **SENIOR YEAR**

**RELIGION.**

**CHURCH HISTORY.**

**PHILOSOPHY.**

#### **ELECTIVES:**

### **ENGLISH.**

### **GERMAN.**

Greek. Latin.  
French. Spanish. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

## **ENGLISH AND FRENCH**

### **SOPHOMORE YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.

Literature.

Philology.

**SACRED SCRIPTURE.**

**CHURCH HISTORY.**

#### **FRENCH.**

**PHILOSOPHY.**

#### **ELECTIVES:**

Greek. Latin.

German. Spanish. History.

Mathematics. History of Art.

**SCIENCE.**

### **JUNIOR YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.

Literature.

Philology.

**PHILOSOPHY.**

#### **FRENCH.**

#### **ELECTIVES:**

Greek. Latin.

German. Spanish.

Mathematics. History.

Science.

Education. History of Art.

**CHURCH HISTORY.**

### **SENIOR YEAR**

**RELIGION.**

#### **ELECTIVES:**

#### **ENGLISH.**

**CHURCH HISTORY.**

#### **FRENCH.**

Greek. Latin.

German. Spanish. Science.

Mathematics. History.

Philosophy. Education.

History of Art.

**PHILOSOPHY.**

## HISTORY AND THE SOCIAL SCIENCES

### SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

PHILOSOPHY.

ENGLISH.

**HISTORY.**

Mediæval History.

**SOCIAL SCIENCE.**

Elements of Sociology.

**ELECTIVES:**

American Colonial History.

American Political Parties.

Elements of Sociology.

Greek. Latin. German.

French. Spanish. Mathematics.

History of Art.

**SCIENCE.**

### JUNIOR YEAR

RELIGION.

PHILOSOPHY.

ENGLISH.

**HISTORY.**

Modern History.

**SOCIAL SCIENCE.**

Comparative Study of Modern Governments.

**ELECTIVES:**

Constitutional History of the United States.

History of the Foreign Relations of the United States.

Elements of Economics.

Economic History.

Greek. Latin. German. French.

Spanish. Science.

Education. History of Art.

### SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

**ELECTIVES:**

**HISTORY.**

**SOCIAL SCIENCE.**

Greek. Latin. German.  
Spanish. French. English.  
Philosophy. Education.  
History of Art.

## COURSES OF STUDY

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### RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths. *One hour weekly.*

1. APOLOGETICS.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
2. GOD AND MAN.—The Unity and Trinity of God. Creation. Original Sin. The Incarnation. The Redemption. The Mother of God.
3. SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
4. RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's *Handbook of Religion* and Schanz's *Christian Apology* are recommended for collateral reading.

## SACRED SCRIPTURE

1. General Introduction to the Old Testament; Number and Classification of the Books. The Hebrew Bible; Greek, Latin, and English Versions.

Special Introduction: Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books.

Prescribed for Freshmen.

*One hour weekly.*

2. General Introduction to the New Testament: Notion, Contents, and Division of the New Testament. The Gospels. The Life of Christ as portrayed by the Gospels; His Miracles, prophecies, parables, and discourses. Acts of the Apostles. Epistles.

Prescribed for Sophomores.

*One hour weekly.*

## CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition and services of Christian women as exemplified in the history of Catholicism.

**1. GENERAL INTRODUCTION TO THE SCIENCE OF CHURCH HISTORY.**—In this course preliminary instruction will be furnished on the nature of the history of the Church, the nature and use of authorities and evidences, and the most general literature of the science.

It is destined to arouse an intelligent interest in the mind of the student; to awaken and direct the curiosity, and to map out beforehand the very extensive field covered by this science.

**2 a. THE CHURCH IN THE GRÆCO-ROMAN WORLD (A. D. 29-312).**—The foundation of the Christian religion; the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the worship, discipline and moral life of the first Christians; the Christian writings of the first three centuries.

**b.** The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of the Church; the public worship of the Church; the growth of Catholic Christian life; literature and art; the transition from imperial to barbarian society.

**3 a. THE CHURCH IN THE MIDDLE AGES (A. D. 476-800).**—The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms; education; morality; ecclesiastical government and sciences.

**b.** (A. D. 800-1303) The empire of Charlemagne and the temporal power of the Popes; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations; theological science; Christian art.

**3 c. (A. D. 1303-1517)** The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the

mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism; divine service; the clergy; popular morality.

- 4 a. (A. D. 1517-1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.
- b. (A. D. 1648-1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.
- c. (1789-1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Sophomores, Juniors, and Seniors. *One hour weekly.*

## PHILOSOPHY

### 1. LOGIC.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

*Two hours weekly.*

Prescribed for Freshmen.

## **2. BRIEFER COURSE IN LOGIC.**

This course is designed for students who enter college with advanced standing, but have not studied logic.

*One semester, two hours weekly.*

Prescribed for those who cannot follow 1, and for students working for B. S. degree.

## **3. PSYCHOLOGY.**

The methods employed in psychological research are explained and illustrated. An historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Prescribed for Sophomores.

*One semester, two hours weekly.*

## **4. INTRODUCTION TO PHILOSOPHY.**

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Prescribed for Sophomores.

*One semester, two hours weekly.*

## **5. GENETIC PSYCHOLOGY.**

Aim and methods; analysis of mental development; processes, factors, results; application to the training of the child in home and school; meaning of development for the ultimate explanation of mental life.

Open to Juniors.

*One semester, two hours weekly.*

## **6. ETHICS.**

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these

principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Prescribed for Seniors.

*Two hours weekly.*

**7. HISTORY OF PHILOSOPHY.\***

*a. ANCIENT PERIOD.*—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.

*b. MEDIEVAL PERIOD.*—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.

*c. MODERN PERIOD.*—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

*Two hours weekly.*

Prescribed for Juniors and Seniors.

**8. CONTEMPORARY PHILOSOPHY.\***

Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism, Scholasticism.

Prescribed for Seniors.

*One semester, two hours weekly.*

**9. AESTHETICS.**

Reality and its transcendental attributes; Definition of the Beautiful; Relation to the Good and the True; Objective Constituents of the Beautiful; The Aesthetic Feeling; Definition of Art; Its Relation to Life; Idealism and Realism; The Purpose of Art; Art and Religion; Fundamental Principles of Literary and Artistic Criti-

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\* Given in alternate years.

cism; Historical Survey; Recent and Contemporary Theories.  
*One semester, two hours weekly.*

Open to Seniors.

## EDUCATION

### 1. HISTORY, ANCIENT AND MEDIEVAL.

- a. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.
- b. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.
- c. Christian Education. Scholastic Era; ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

*Second semester, two hours weekly.*

Elective for Seniors.

### 2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

*Second semester, two hours weekly.*

Elective for Seniors

### 3. THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

*Elective for Juniors.*

*First semester, two hours weekly.*

#### **4. THE PHILOSOPHY OF EDUCATION.**

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Elective for Juniors.

*Second semester, two hours weekly.*

#### **5. THE PSYCHOLOGY OF EDUCATION.**

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

*First semester, three hours weekly.*

Elective for Seniors.

#### **6. GENERAL AND SPECIAL METHODS.**

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Elective for Seniors.

*Second semester, two hours weekly.*

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Philosophy 3 (Psychology) and Philosophy 6 (Ethics) of the Department of Philosophy. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

# THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German and French serves a threefold purpose; it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

## GREEK

1. Grammar. Exercises in writing Greek. Xenophon, *Anabasis*. General introduction to the study of Greek.  
*Five hours weekly.*  
Open to students who did not present Greek at entrance.
2. Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition.  
*Five hours weekly.*  
Open to students who have finished 1 or who presented minor Greek at entrance.
3. New Testament Greek. Selections from the Christian writers.  
*Three hours weekly.*  
Open to students who have finished 1, or who presented minor Greek at entrance.
4. Homer, *Odyssey*. Books I, II, VI and VII. Prose composition.  
Lectures—History of Greek literature to the Elegy. Homeric Antiquities.  
*One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major Greek at entrance.
5. Lysias, *Orations*, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.  
Lectures—The Attic Orators. The Heliastic Courts.  
*One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major Greek at entrance.

6. Plato, *Apology* and *Crito*. Prose composition.  
Lectures—The Philosophy of Plato.

*One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major  
Greek at entrance.

7. Euripides, *Medea*, *Alcestis*, and *Hecuba*. Prose composition.  
Lectures—The Rise and Development of Tragedy.

*Three hours weekly.*  
Prescribed for Sophomores in the Greek groups.

8. Sophocles, *Antigone*, *Oedipus Tyrannus*, or *Electra*. Advanced  
prose composition.  
Lectures—The Greek Dramatists.

*One semester, three hours weekly.*  
Open to Juniors in the Greek groups.

9. Lyric and Bucolic Poetry. Advanced prose composition.  
Lectures—The Elegy. The Dorian, Æolian, and Alexandrine Schools.

*One semester, three hours weekly.*

Open to Juniors in the Greek groups.

10. Aristophanes, *Selections*. Advanced prose composition.  
Lectures—The Attic Comedy.

*One semester, three hours weekly.*  
Open to Juniors in the Greek groups.

11. Plato, *Republic*. *Two hours weekly.*  
Open to Juniors in the Greek groups.

12. Aristotle, *Poetics*. *One semester, three hours weekly.*  
Open to Seniors who have finished the requirements of the Greek  
groups.

13. Thucydides, *Book VII*. *One semester, two hours weekly.*  
Open to Seniors who have finished the requirements of the Greek  
groups.

14. Æschylus, *Agamemnon* and *Seven Against Thebes*.

*One semester, three hours weekly.*  
Open to Seniors who have finished the requirements of the Greek  
groups.

15. Pinder, *Selected Odes*.                      *One semester, two hours weekly.*  
     Open to Seniors who have finished the requirements of the Greek groups.

16. Lucian, *The Dream, Dialogues of the Dead, The Sale of the Philosophers*.                      *One semester, two hours weekly.*  
     Open to Juniors or Seniors.

17. Homer, *Iliad, Books XVIII-XXIV*.  
     Open to Juniors or Seniors.                      *One semester, two hours weekly.*

18. General review of Greek literature.    Greek Syntax.  
     Open to Seniors who have finished the requirements of the Greek groups.                      *One hour weekly.*

19. Greek History from original sources.                      *One hour weekly.*  
     Open to all students in Greek except Freshmen.

20. Greek Myths.    *One hour weekly.*  
     Open to all students except Freshmen.

21. In 1915-1916 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.  
     This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required.                      *Five hours weekly.*  
     For Graduates.

## LATIN

1. Livy, *Book I.* Horace, *Odes* and *Epodes*. Prose composition.  
Prescribed for Freshmen. *Four hours weekly.*
2. Cicero, *Letters*. Tacitus, *Agricola*. Horace, *Satires* and *Epistles*. Ovid, *Selections*. Prose composition.  
Prescribed for Sophomores in the Latin groups. *Three hours weekly.*
3. History of Latin Literature. Reading of representative selections.  
Prescribed for Juniors in the Latin groups. *Two hours weekly.*
4. Roman Life. Selected readings from Pliny, *Letters*. Juvenal, *Satires*. Martial, *Epigrams*.  
Prescribed for Juniors in the Latin groups. *One hour weekly.*
5. General Review of Latin Syntax. Practice in writing Latin.  
Prescribed for Juniors in the Latin groups. *One hour weekly.*
- 6.\* Roman Comedy. Plautus and Terence, *Selected Plays*.  
Elective for Seniors in the Latin groups. *Two hours weekly.*
- 7.\* Roman History from Sources. Readings from Livy, Sallust, Tacitus, Suetonius.  
Elective for Seniors in the Latin groups. *Two hours weekly.*
- 8.\* Roman Philosophy. Cicero, *Tusculan Disputations*. Lucretius, *Books I and V*.  
Elective for Seniors. *Two hours weekly.*

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\* Not more than two of these courses will be given in any one year.

- 9.\* Roman Poetry. Vergil, *Books VII-XII*. Selected readings from the elegiac poets. *Two hours weekly.*  
Elective for Seniors.
- 10.\* Roman Rhetoric. Cicero, *De Oratore*. Quintilian, *De Institutione Oratoria, Book X.* *Two hours weekly.*  
Elective for Seniors.
11. Advanced Prose Composition. *One hour weekly.*  
Elective for Seniors.
12. Introduction to Paleography. *One hour weekly.*  
Elective for Seniors.
13. Methods of Teaching Latin. *One hour weekly.*  
Elective for Seniors.
- 14, 15, 16, 17. Sight Reading. *One hour weekly.*  
Elective for Freshmen, Sophomores, Juniors and Seniors, respectively.

#### GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

- 18.\* Historical Grammar. History of the sounds and inflections of the Latin language. *Two hours weekly.*
- 19.\* Roman Antiquities. Public and private life of the Romans. Topography of ancient Rome. *One hour weekly.*
20. Latin Inscriptions. *Two hours weekly.*
21. Special study of the stylistic peculiarities of a selected author as major work for the M. A. degree. In 1914-1915 the authors chosen were Vergil and Apuleius. *Five hours weekly.*

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\* Not more than two of these courses will be given in any one year.

## GERMAN

1. Grammar. Readings and selected lyrics with practice in writing and speaking German. *Five hours weekly.*  
Open to students who did not present German at entrance.
2. Grammar. Prose composition. Reading. Conversation.  
*First semester, five hours weekly.*  
Open to students who presented minor requirements in German.
3. Grammar. Prose composition. Modern and classical prose and verse. *Second semester, five hours weekly.*  
Open to students who completed 2 or equivalent.
4. Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading.  
*Three hours weekly.*  
Open to students who presented major requirements in German.
5. Grammar. Prose composition. This course is designed to meet individual needs of students. *One hour weekly.*  
Open to Freshmen and Sophomores.
6. The Classical Drama.  
Dramas of Lessing, Goethe, and Schiller are read and interpreted in class with the study of their dramatic construction according to the principles laid down in Freytag's *Technik des Dramas*. *Two hours weekly.*  
Open to students who completed 3 or 4.
7. Kleist and Grillparzer.  
A study of their life and works.  
Open to students who completed 3 or 4. *Two hours weekly.*
8. Scientific German.  
Readings in current scientific literature.  
Primarily for students in the science groups. *Three hours weekly.*
9. General Survey of German Literature.  
Open to students who completed 6 or 7. *Two hours weekly.*

**10. German Conversation.**

Discussion of current events and assigned topics.

Open to all students in German.

*One hour weekly.*

**11. Nineteenth Century Drama.**

Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others.

*Two hours weekly.*

Open to Seniors.

**12. Nineteenth Century Novel.**

Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Stifter, Hauff, Freytag, Herbert, Keller, and others.

*Two hours weekly.*

Open to Seniors.

**13. Grammar Review.**

A detailed discussion of theoretical grammar from the standpoint of the high school teacher. *One hour weekly.*

Prescribed for Seniors making German a major.

**FOR UNDERGRADUATES AND GRADUATES**

**14. Modern German Poetry.**

Weber's *Dreizehnlinden*, Scheffel's *Trompeter von Säkkingen* and other epic poems. *Two hours weekly.*

**15. German Lyric Poetry since the time of Goethe.**

Special attention will be given to the study of rhythm and metre. *Two hours weekly.*

16. Romantic Writers.

The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland. *Two hours weekly.*

17. Middle High German.

Grammar and reading of Middle High German texts. *Two hours weekly.*

18. Germanic Mythology and Antiquities. *Two hours weekly.*

19. History of German Culture from the close of the Thirty Years' War to the close of the nineteenth century.

Lectures and assigned readings. *Two hours weekly.*

20. Middle High German (second year course).

Critical study of the court epics and the Minnesingers. *Two hours weekly.*

21. Old High German.

Braune, *Althochdeutsches Lesebuch*. *Two hours weekly.*

22. History of the German Language.

Lectures and readings with special reference to Modern High German. *One hour weekly.*

23. Seminar in German Literature.

The aim is to train graduate students in the scientific methods of the historical and critical study of literature. *Two hours weekly.*

24. German Literary Criticism.

The lectures trace the development of literary and æsthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered. *One hour weekly.*

## FRENCH

1. Aldrich and Foster, *Elementary French*. Special study of irregular verbs. Reading of modern prose.  
This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.  
*Five hours weekly.*  
Open to students who did not present French.
2. Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.  
*First semester, five hours weekly.*  
Open to students who presented minor requirements in French.
3. Special course in Grammar. Composition, reading and conversation.  
*Second semester, five hours weekly.*  
Open to students who have completed 2.
4. Advanced grammar and composition. Modern prose. Practice in writing and speaking French.  
*Three hours weekly.*  
Open to students who have followed 2 and 3.
5. Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.  
*Three hours weekly.*  
Open to students who presented major requirements in French.
6. Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading.  
*Three hours weekly.*  
Open to students who have completed 5.

7. Original prose: description and narration. *One hour weekly.*  
Open to students who have completed 6.
8. Elementary French conversation and composition. Talks on assigned readings. *One hour weekly.*  
Open to students with permission of the Professor.
9. Advanced French conversation and composition. Discussion on current topics. *One hour weekly.*  
Open to students with permission of the Professor.
10. French social life and manners. Advanced conversation and composition. *One hour weekly.*  
Open to students with permission of the Professor.
11. History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period. *Two hours weekly.*  
Prescribed for students who have completed 6.
12. Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries. *One hour weekly.*  
Open to students who have completed 6 and 11.
13. The French Novel. Lectures and collateral reading. *One hour weekly.*  
Open to students who have completed 6.
14. Special study of the writers of the nineteenth century. Lectures and collateral reading. *Two hours weekly.*  
Open to students who have completed 6 and 11.
15. French Epic Poetry with special study of Victor Hugo and Lamartine. *One hour weekly.*  
Open to students who have completed 11.

16. Lyric Poetry with introduction to French versification.  
*Second semester, one hour weekly.*  
Open to students who have completed 11 and 15.
17. A rapid review of French literature dealing only with writers of first importance.  
*One hour weekly.*  
Open to all students with permission of the Professor.
18. Special course in pronunciation and elocution.  
*One hour weekly.*  
Open to all students with permission of the Professor.
19. Philology. Phonology. Morphology. Old French.  
*Second semester, one hour weekly.*  
Open to Seniors who have completed 11 and 14.
20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching.  
*One hour weekly.*  
Prescribed for students making French a major.
21. A short course. Reading, prose composition, and conversation.  
*Two hours weekly.*  
Open to Juniors and Seniors.
22. Scientific French. Readings in scientific literature.  
*One hour weekly.*

#### GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

23. The French Novel from J. J. Rousseau to René Bazin.  
Works of J. J. Rousseau, Bernardin de St. Pierre, Chateau-briand and the English Influence, Madame de Staël and the German Influence, Victor Hugo, Honoré de Balzac, George Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet. *Two hours weekly.*
24. Literary criticism in France since the seventeenth century.  
Special study of the Querelle des Anciens et des Modernes, Sainte Beuve, Victor Cousin, Taine, Brunetière, and Faguet. *Two hours weekly.*
25. Literature of the French Salons; with a special study of the literary women of the seventeenth century. *Two hours weekly.*
26. Parallel between Corneille and Racine, with a careful study of three tragedies of each. *Three hours weekly.*
27. Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force, and ease, the results of thinking connectedly in French. *Three hours weekly.*
28. The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée. *Three hours weekly.*

## SPANISH

1. Elementary Spanish. Grammar. Reading of easy Spanish texts. Conversation. *Three hours weekly.*  
Open to students who have taken 1.
2. Grammar and exercise in composition. Reading of modern prose. Conversation. *Three hours weekly.*  
Open to students who have taken 1.
3. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
5. Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
6. The History of Spain. Lectures, readings, and recitations. *Two hours weekly.*  
Open to students who have taken 1 and 2.

## ENGLISH

1. Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature. *Three hours weekly.*  
Prescribed for Freshmen.

2. Argumentation. This course aims to apply the principles of logic to English composition. Several short arguments oral and written give practice in the methods of deductive and inductive proof, and the refutation of typical fallacies. Argumentative essays and magazine articles are analyzed. At least one long brief and the corresponding forensic are required. Towards the end of the course the oral composition takes the form of class debates.

*Two hours weekly.*

Prescribed for Sophomores.

3. Brief course in argumentation. This course is designed for students who enter college with advanced standing and who are unable to follow English 2.

*Two hours for one semester.*

4. Versification. Lectures on English verse from a structural and from an aesthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of poetry.

*One hour weekly.*

Prescribed for students making English a major.

5. Advanced composition. *First semester, two hours weekly.*

Open to Seniors and Juniors not taking any other composition course.

6. Prose composition. This course is designed to meet the individual needs of students.

*One hour weekly.*

7. Short Story Writing. Critical study of methods used in recent fiction. Weekly themes. One short story each month.

*One hour weekly.*

Open to Seniors.

8. Chaucer, Spenser, etc. A study of the chief portions of Chaucer's work with attention to the sources of the tales, their language and grammar. A brief survey of the authors between Chaucer and Spenser, with an introduction to the poetry of the latter.

*First semester, two hours weekly.*

Open to Sophomores.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare. *First semester, one hour weekly.*  
Open to Sophomores.

10. Shakespeare. Life and works. A Catholic view. The plays of Shakespeare and the Shakespeare of the plays. His ideal of womanhood. His humor. His solution of the problem of tragedy. His dramatic art. *Second semester, two hours weekly.*  
Open to Sophomores.

11. Milton. His life, purpose, and achievement. Seventeenth century ideas in his poetry. Study of *Paradise Lost* and other poems. *Second semester, one hour weekly.*  
Open to Sophomores.

12. English Letter-writers. A study of the great letter-writers of the eighteenth and nineteenth centuries. *Second semester, one hour weekly.*  
Open to Sophomores.

13. The Classical Age. While chief attention in this course is given to Dryden and Pope, other authors of the period, especially Addison and Steele, are included. The life, work, and influence of these authors are studied, as well as the historical background. *First semester, two hours weekly.*  
Open to Juniors.

14. The Early Novel. Lectures on the English novel from Defoe to Scott. Special study of Jane Austen. *First semester, one hour weekly.*  
Open to Juniors.

15. English Poetry from the publication of the Lyrical Ballads to the present day. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Robert Browning and Elizabeth Barrett Browning. The Celtic Revival. Francis Thompson. The poets of today.

*Two hours weekly.*

Prescribed for Juniors.

16. Seminar in Recent Literature.

*Second semester, one hour weekly.*

Open to Juniors.

17. Special study of some nineteenth century author or authors. Stevenson was studied in 1914 and 1915.

*Second semester, one hour weekly.*

Open to Juniors.

18. Tennyson. Lectures on his life and art, with special attention to his development as a literary artist. The principal poems are read, and all the minor ones that illustrate this development.

*First semester, two hours weekly.*

Open to Seniors.

19. Prose Fiction. Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least three novels by each of the authors named above. They are advised to take English 14 in their Junior year.

*Two hours weekly.*

Open to Seniors.

20. English Prose, exclusive of fiction, from the founding of the *Edinburgh Review* to the present day. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Cardinal Newman. One book is studied critically in each semester. In 1914-1915 there were *Sartor Resartus* and *The Idea of a University*. Towards the end of the course each member of the class is assigned a subject for individual study. Direction is given in the collation and arrangement of material. Reports of reading, short appreciations, and one long essay. *Two hours weekly.*  
Open to Seniors.
21. History of American Literature. The Colonial, Revolutionary and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists. *Two hours weekly.*  
Open to all students.
22. Dante as an Influence in English Literature. *The New Life* and *The Divine Comedy* are read, and Dante's influence on English authors is traced. *Second semester, two hours weekly.*  
Open to Seniors.
23. Literary Criticism. The nature and function of criticism. The history of literary criticism in England. Examination of the methods and materials used by such critics as Matthew Arnold, Pater, and Stedman, and by the reviewers of the present day. Practical work in critical exposition. *Two hours weekly.*  
Primarily for graduates, but open with permission to undergraduates who have completed the major requirement in English.
24. History of the English Language. An historical survey of the English language, including lectures on English vocabulary. Special attention to etymology. *One hour weekly*  
Open to Juniors.

25. Old English prose and verse. An introductory course in Old English grammar and literature. Bright, *Anglo-Saxon Reader.* *Two hours weekly.*

Open to Sophomores.

26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied. *Two hours weekly.*

Primarily for graduates, but open to undergraduates who have completed 25.

The English Department reserves the right to withdraw any elective course chosen by fewer than six students.

Graduates courses are offered in Old and Middle English, Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

## HISTORY AND THE SOCIAL SCIENCES

The object of the course in History is three-fold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations, private readings and seminars.

## **1. MEDIAEVAL EUROPEAN HISTORY TO THE PERIOD OF THE RENAISSANCE.**

—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to a study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course: the Teutonic conquerors, their character, traditions, and capacity for civilization; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System and the rise of French monarchy; the extension of Mohammedanism and its points of contact with Europe; the scope and results of the Crusades; the Hundred Years' War.

*Two hours weekly.*

Open to Freshmen.\*

## **2. MODERN EUROPEAN HISTORY TO 1789.**

—Beginning with the period of transition from the middle ages to modern times, this course traces the history of Europe to the close of the eighteenth century. Attention is devoted to the following topics: the Renaissance; the Protestant Revolution; England in the era of religious revolution; the religious wars in France and Germany; the Age of Louis XIV; the rise of Prussia; the Seven Years' War, and the expansion of England.

*Two hours weekly.*

Open to Sophomores.

## **3. THE FRENCH REVOLUTION.**

—This course deals with the political conditions and intellectual movement in Europe in the eighteenth century, the relations between France and other nations, with detailed study of the French Revolution.

*First semester, two hours weekly.*

Open to Juniors.

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\*History 1 is prerequisite to later elections, if such elections are to be recognized as major work in history and economics.

4. THE NAPOLEONIC ERA.—This course, which is a continuation of the first semester's work, treats of the rise of Napoleon and the Empire, and of the Napoleonic Era in French and European aspects.

*Second semester, two hours weekly.*

Open to Juniors.

5. AMERICAN HISTORY.—This course is designed to give the student a thorough knowledge of American History, from the Declaration of Independence to the present day. The following are among the subjects considered: the Colonies and their growth toward independence; the causes of the Revolution; the formation of the Constitution; the causes and results of the War of 1812; the controversy over slavery; the Civil War and the period of reconstruction; the Spanish-American War; the political, commercial, and intellectual growth of the United States during the nineteenth century.

*Three hours weekly.*

Open to Juniors.

6. HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century, with special reference to France, Germany, Russia, Italy, Turkey and Spain, and incidental reference to Sweden, Switzerland and other minor countries.

*Two hours weekly.*

Open to Seniors.

7. IRISH HISTORY.—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the art, literature and music of the Irish people, and to the political, social and industrial problems of the nineteenth century.

*Two hours weekly.*

Open to Seniors and Juniors.

8. CONTEMPORARY HISTORY.—This course deals with current history and is designed to give the student a knowledge of present day events.

*One hour weekly.*

## ELECTIVES

9. POLITICAL HISTORY OF ENGLAND.—This course covers the mediæval and modern periods of English history. The political, industrial and social conditions in relation to race development receive special attention.
10. AMERICAN COLONIAL HISTORY.—This course deals with the foundation and development of the Colonies; their influence on European history; their struggles for the land; the introduction of slavery and the separation from British rule.
11. THE CONSTITUTIONAL HISTORY OF THE UNITED STATES.—This course describes the formation of political parties, the growth of democracy, the study of Federal and State constitutions, the growth of slavery, and the political effects of the rapid development of the west.
12. COMPARATIVE STUDY OF MODERN GOVERNMENTS.— This course embraces an analysis of the problems of self-government and a comparative study of the existing systems of government in the principal modern states.

## ECONOMICS AND SOCIOLOGY

- \* 1. ELEMENTARY ECONOMICS.—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution, and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

*One year, three hours weekly.*

Open to Sophomores, Juniors, Seniors.

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\*Economics 1 and History 1 are prerequisites for major work in Economics.

2. INDUSTRIAL HISTORY OF ENGLAND.—A study of industrial forms, with particular attention to villenage, home manufactures, and the factory system. *Two hours weekly.*  
Open to students who have taken Economics 1.
3. INDUSTRIAL HISTORY OF THE UNITED STATES.—Study of the industrial and commercial relations during the colonial and revolutionary periods; history of protective tariff; and growth of manufactures; history of transportation; economic basis of slavery; the rise of the labor movement. *Two hours weekly.*
4. THE LABOR MOVEMENT.—Aims and method of labor unions; labor legislation with particular reference to work of women and children, workmen's compensation and minimum wage laws. *Two hours weekly.*  
Open to students who have taken Economics 1.
5. ECONOMIC ASPECTS OF SOCIALISM.—Omitted in 1915-1916.
6. ELEMENTARY SOCIOLOGY.—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social processes. *One year, two hours weekly.*
7. CAUSES AND RELATIONS OF POVERTY.—Analysis of characteristic processes and traits found among the poorer classes; aims and methods in organized charity; relations of social, political and industrial reform to the prevention of poverty; the social theory and practice of Catholic charity. *One year, two hours weekly.*

## MATHEMATICS

1. SOLID GEOMETRY.—Demonstrations of propositions; applications of principles to numerical examples.  
*One semester, three hours weekly.*
2. TRIGONOMETRY.—Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss's Formulae, applications.  
*One semester, three hours weekly.*
3. TRIGONOMETRY, ANALYTIC GEOMETRY.—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences. *One year, three hours weekly.*  
Recommended for students who wish to take Physics; also for the Science Degree.
4. ADVANCED ALGEBRA. *One semester, three hours weekly.*
5. ANALYTIC GEOMETRY.—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola. *One semester, three hours weekly.*  
Open to students who have taken 2.
6. CALCULUS, DIFFERENTIAL AND INTEGRAL.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration. *One year, three hours weekly.*  
Open to students who have taken 2, 4, and 5.
7. THEORY OF EQUATIONS AND DETERMINANTS.—Continuation of 4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants. *One semester, three hours weekly.*  
Open to students who have taken 2, 4, and 5.

8. CALCULUS (SECOND COURSE).—More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications. *One semester, three hours weekly.*  
Open to students who have taken 6.

9. ANALYTIC GEOMETRY (SECOND COURSE).—A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions. *One year, two hours weekly.*  
Open to students who have taken 4 and 5.

10. HISTORY OF MATHEMATICS. *One year, one hour weekly.*  
Open to students who have taken 6.

11. TEACHER'S COURSE.—A critical review of Algebra and Geometry with a view to modern methods of teaching. *Two semesters, two hours weekly.*  
Open to Seniors who have taken 1, 2, 4, 5, and 6.

12. ANALYTIC MECHANICS.—Special attention is paid to the mathematical theory of Mechanics.  
Open to graduates and to undergraduates who have completed the Major Requirements in Mathematics.

13. DIFFERENTIAL EQUATIONS.—General linear equations with constant coefficients; special forms of differential equations of higher order; integration in series. *One semester, three hours weekly.*  
Primarily for graduates, but open with permission to undergraduates who have completed 8.

14. VECTOR ANALYSIS. *Three hours weekly.*  
Open to graduates.

15. PROJECTIVE GEOMETRY. *Three hours weekly.*  
Open to graduates.

# PHYSICS

1. GENERAL PHYSICS.—Lectures, readings, recitations, and laboratory exercises in the fundamental principles of the science.

Properties of Matter; Heat; Light.

*First semester, five hours weekly.*

Sound; Electricity; Magnetism.

*Second semester, five hours weekly.*

Open to Sophomores.

This course deals almost entirely with the development of physical fact and is mainly experimental and descriptive in its nature. No knowledge of physics is presupposed.

2. ADVANCED PHYSICS.—Mechanics; Light.

*First semester, five hours weekly.*

Theory of Heat; Electricity; Magnetism.

*Second semester, five hours weekly.*

Open to students who have completed 1.

3. WAVE MOTION AND SOUND.

*Three hours weekly.*

Open to students who have completed 1.

4. ETHER WAVES.—Phenomena and laws of interference and diffraction; theory of color; polarization.

*Three hours weekly.*

Open to students who have completed 2.

5. GENERAL DESCRIPTIVE PHYSICS.

*Three hours weekly.*

This is a special course arranged for students who desire to learn the general principles and methods of physics by a study of its several branches. It is adapted for students who have had no previous study of physics.

6. ELECTRICITY.

*Three hours weekly.*

Open to students who have taken 1 or 2.

## CHEMISTRY

1. INORGANIC CHEMISTRY.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice.  
*Five hours weekly.*  
Open to Sophomores.
2. QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations.  
*First semester, five hours weekly.*  
Open to students who have completed 1.
3. QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis.  
*Second semester, five hours weekly*  
Open to students who have completed 2.
4. ORGANIC CHEMISTRY.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.  
*Five hours weekly.*  
Open to students who have completed 1.
5. ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
6. ADVANCED LABORATORY COURSE.—Special work in Organic Preparations, or Advanced Analytical Chemistry.  
*One semester, three hours weekly.*  
Open to students who have completed 1, 2, 3 and 4.
7. HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.  
*One semester, two hours weekly.*  
Open to students who have completed 1.

8. FOOD CHEMISTRY.—A study of the chemistry of proteins, fats and carbohydrates with special emphasis upon the composition of such foods as flour, milk, butter, meat, etc. The adulteration, sterilization and preservation of foods.

*One hour weekly.*

9. THE TEACHING OF CHEMISTRY.—Lectures, recitations, and practice work.

## BIOLOGY

### 1. GENERAL BIOLOGY.

This course is designed to acquaint the student with the fundamental principles of animal and plant life as a preparation for the further study of botany and zoölogy. It also furnishes an opportunity for gaining a practical knowledge of general biology.

By the study of amoeba and other protozoa, saccharomyces, protoccus and non-pathogenic bacteria, the student becomes familiarized with the unicellular organism; by the study of hydra, obelia, and spirogyra, with the multicellular.

The earthworm, crayfish, perch, frog and rabbit are chosen as typical forms of animal life. The liverwort, moss, fern, pine and sun-flower are studied to introduce the student to botany.

The course is conducted by means of lectures, laboratory work and field excursions. Special attention is paid to the drawing of objects studied in the laboratory. Individual use of the microscope. Dissection of animal forms as well as the differentiation and generalization of their various structures and functions.

It is desirable that those who enter this course have an elementary knowledge of physics and chemistry.

*Five hours weekly.*

Open to Sophomores.

## **2. BRIEFER COURSE IN BIOLOGY.**

A course arranged for students who have not taken biology in the Sophomore year and yet wish to gain a general knowledge of animal and plant life.      *Three hours weekly.*  
Open to Juniors and Seniors.

## **3. GENERAL BOTANY.**

In this course the foundation principles of plant biology are considered including a study of plant life in general with reference to the morphology, function and development of plants, their relations to light, soil, moisture, and other biotic conditions that make up their environment.

During the second semester the time is devoted to systematic botany with a study of typical plants representing the more general group of angiosperms.

The work in this course is supplemented by visits to the Department of Agriculture, the Botanical Gardens, and by field excursions with the special aim of making the student familiar with the flora of the locality.

*Five hours weekly.*

Open to Sophomores.

## **4. ANIMAL HISTOLOGY AND TECHNIQUE.**

This course consists of lectures with a study in the laboratory of the microscopic structure of the various tissues and organs. Its aim is to train the student by individual practice in the killing, fixing and sectioning of specimens, the preparation of media, as well as the staining and mounting of slides and other methods of microscopic technique.

This course presupposes ability to manipulate the microscope and some knowledge of general biology.

*Three hours weekly.*

Open to students who have completed 1.

## **5. COMPARATIVE ANATOMY OF VERTEBRATES.**

This course is intended mainly for students who intend to prepare themselves for the work of teaching biology or who for any other reason desire a deeper insight into the forms of animal life than can be obtained in the course in general biology.

In this course typical organisms will be studied in their relations to one another. The skull, shoulder and pelvic girdles will be followed from the fishes to the mammals. In like manner the nervous, circulatory and muscular systems will be studied as variations of a fundamental structure that is to be found throughout the various classes of vertebrates.

Comparative Anatomy alone can give the student that insight into the structure of organisms which reduces the burden of memory to a minimum and impresses facts by a rational group of relations. *Three hours weekly.*

Open to students who have completed 1 or 2. Given 1916-1917.

#### 6. COMPARATIVE MORPHOLOGY AND TAXONOMY OF THE FUNGI.

Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development. General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work. *Three hours weekly.*

Open to students who have taken 3.

#### 7. MORPHOLOGY AND TAXONOMY OF THE PTERIDOPHYTA, BRYOPHYTA AND ALGÆ.

Study of typical genera. Laboratory and field work. Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work. *Three hours weekly.*

Open to students who have taken 3.

#### 8. DENDROLOGY. BIOLOGICAL AND TAXONOMICAL study of the trees and shrubs of the vicinity. Field observations and laboratory investigations upon the structure and development of woody structures. *Three hours weekly.*

Open to students who have taken 3.

#### 9. PLANT PHYSIOLOGY.

Advanced work on the phenomena of respiration, photosynthesis, metabolism, nutrition, growth movement, irritability of plants, their reaction to changed surroundings, transformations, and modes of reproduction. *Three hours weekly.*

Open to Seniors.

**10. EMBRYOLOGY.**

A laboratory course in the development of the chick with lectures on the typical forms of ova, the formation of germ layers and developments of the organs of the body.

Open to Seniors.

*Three hours weekly.*

**11. PHILOSOPHY OF NATURE.**

In this course the data of science will be presented as the foundation of generalizations of theoretical interest. The theory of the cell will be studied in its relation to modern concepts of Mendalism and Eugenics. The problems of life, heredity and evolution, the relation of body and mind, of God and the world will be considered. General Biology is advised as a pre-requisite but not required.

Open to all students in science.

*One hour weekly.*

**12. GENERAL PHYSIOLOGY AND HYGIENE.**

An elementary course in physiology and hygiene intending to give an outline of the general principles of the normal functions of the body combined with a study of personal and domestic hygiene and sanitary science.

Open to all students.

*One hour weekly.*

**13. MICROSCOPIC DRAWING.**

A practical course in drawing designed to acquaint the student with the principles of delineation and color as an aid to an intelligent interpretation of objects viewed under the microscope and to accuracy of detail in representing them in pen and ink, pastel and water colors.

This course is advised to students taking 4 and 8.

## **HISTORY OF ART**

**1. Historic development of the Arts. Decorative and expressive Art. Fundamental principles underlying art expression; their practical application illustrated in decoration.**

*One semester, one hour weekly.*

Open to Juniors and Seniors.

2. Historic Ornament. Origin and development of style in Architecture. Place of Architecture in modern culture.  
*One semester, one hour weekly.*  
Open to Seniors.
3. The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.  
*One hour throughout the year.*  
Open to all students.
4. Early Christian Art. Christian Symbolism. Early Florentine Painters. The Dawn of the Renaissance.  
*First semester, one hour weekly.*  
Open to first-year students.
5. History of Painting. Special study of the High Renaissance. Leonardo da Vinci, Michelangelo, Raphael, and Titian. Italian Sculpture.  
*Second semester, one hour weekly.*  
Open to first-year students.
6. Venetian and Spanish Painting. French, Flemish, Dutch and German Schools. Pre-Raphaelitism.  
*First semester, one hour weekly.*  
Open to students who have taken 4 and 5.
7. The development of Art in America. Special study of the works of the earlier Painters to those of the present day.  
*Second semester, one hour weekly.*  
Open to students who have completed 4 and 5.

The courses extending through four semesters present an opportunity for a student to cover a considerable part of the field of the History of Art.

While it is not absolutely essential that a student should have taken 1 and 2 in order to be admitted to 3, 4, 5 and 6, it is desirable that a sequence should be observed, and that the historical evolution of the great art epochs should be approached in such a manner as to contribute the largest educational values.

The Courses in the History of Art are given in the O'Connor Art Gallery, and in the Holahan Social Hall of Trinity College, where a large and valuable collection of paintings, engravings and sculpture affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

## ELOCUTION

### 1. Enunciation and Training of the Voice.

This course aims to develop the proper use of the voice, clear enunciation, and correct pronunciation in daily speech as well as in public address.

### 2. Training of the body and voice.

This course is a continuation of Elocution 1 with more advanced work.

### 3. General Principles of Vocal Expression.

### 4. Dramatic Reading.

This course deals with the analysis of characters. Scenes selected for memorizing and acting.

Two plays studied.

Open to all Students.

## PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

## STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The Literary Society,  
The Dramatic Society,  
The Glee Club,  
The Mandolin Club,  
The Current Events Club,  
The Classical Club,  
The Chemical Society,  
The Christ Child Society, and  
The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororites are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

## COLLEGE DISCIPLINE

The College insists upon regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in college, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the

College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz., daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

## TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the Secertary informed of their addresses.

## NEEDS OF THE COLLEGE

Though but fifteen years have passed since the foundation of Trinity College, its growth has been marvelous.

Steady improvements has been made in the building and equipment of the College, and for this Trinity is indebted to

many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

A Science Building.

A Gymnasium Building.

ASSOCIATION  
OF THE  
FOUNDERS OF TRINITY COLLEGE

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Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

**Mass is said for the Founders, living or dead, every Saturday.**

# THE ALUMNÆ ASSOCIATION OF TRINITY COLLEGE

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## NATIONAL OFFICERS

Miss Margaret Cummings, '07	<i>President</i>
Miss Martha T. Logan, '09	<i>Vice President</i>
Miss Louise C. Holohan, '08	<i>Recording Secretary</i>
Miss Agnes E. Graves, '11	<i>Corresponding Secretary</i>
Miss Clara C. Kennedy, '10	<i>Treasurer</i>

## THE BOSTON CHAPTER

Miss Mary J. Green, '07	<i>President</i>
Miss Marie Kennedy, '06	<i>Vice-President</i>
Miss Martha T. Logan, '09	<i>Secretary</i>
Miss Margaret Salloway, '09	<i>Treasurer</i>

## THE WORCESTER CHAPTER

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Mrs. Michael L. Lahiff, '09	<i>Vice-President</i>
Miss Elizabeth G. Lamb, '04	<i>Secretary</i>
Miss Minnie E. Doherty, '06	<i>Treasurer</i>

## THE CONNECTICUT VALLEY CHAPTER

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Miss Kathleen Greeley, '11	<i>Vice-President</i>
Miss Rose H. Finn, '10	<i>Secretary</i>
Miss Janet L. McQuaid, '08	<i>Treasurer</i>

## THE WATERBURY CHAPTER

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Miss Louise Martin, '11	<i>Vice-President</i>
Miss Irene Moriarty, '13	<i>Secretary</i>
Miss Mary Gaffney, '14	<i>Treasurer</i>

## THE NEW YORK CHAPTER

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Miss Katherine O'Donoghue, '05 *Vice-President*  
Miss Mary McMahon, '11 *Secretary*  
Mrs. Arthur Amberg, '05 *Treasurer*

## THE BUFFALO CHAPTER

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Miss Bertha J. Strootman, '10 *Vice-President*  
Miss Helena G. Sheehan, '11 *Secretary*  
Miss Margaret Barrett, '13 *Treasurer*

## THE PHILADELPHIA CHAPTER

Miss Claire M. Wallis, '11 *President*  
Miss Isabelle J. Harrity, '11 *Secretary and Treasurer*

## THE ST. PAUL CHAPTER

Miss Eleanor O'Brien, '11 *President*  
Miss Mary McDonald, ex. '09 *Vice-President*  
Miss Lucile May, '14 *Secretary*  
Miss Lucile Quinlan, '12 *Treasurer*

## THE WASHINGTON CHAPTER

Mrs. Lawrence V. Grogan, '05 *President*  
Mrs. Bruce Fahnestock, '04 *Vice-President*  
Miss Isabel Murphy, '14 *Recording Secretary*  
Miss Margaret Collins, '14 *Corresponding Secretary*  
Miss Margaret Norman, 13 *Treasurer*

# DEGREES CONFERRED BY TRINITY COLLEGE

## BACHELOR OF ARTS

1904

Coleman, Anna Aloysius Pelham Manor, New York.	Greek and Latin Group.
Dooly, Margaret Louise Salt Lake City, Utah.	Greek and German Group.
Gavin, Blanche Manning Quincy, Massachusetts.	Greek and Latin Group.
Gray, Marian Alice St. Louis, Missouri.	Greek and Latin Group.
Griffin, Eleanor Patricia New York City.	Latin and French Group.
Lamb, Elizabeth Gertrude Worcester, Massachusetts.	English and French Group.
Linahan, Agatha Anna New Haven, Connecticut.	English and French Group.
McDevitt, Margaret Mary Lancaster, Pennsylvania.	English and French Group.
McEnelly, Katharine Mary Hopkinton, Massachusetts.	Greek and Latin Group.
McGorrisk, Mary Ellen Des Moines, Iowa.	German and French Group.
McMahon, Florence Elizabeth Worcester, Massachusetts.	Latin and French Group.
O'Mahoney, Helen Loretto Lawrence, Massachusetts.	English and German Group.
Parsons, Elsie Marie Philadelphia, Pennsylvania.	Greek and Latin Group.
Rottermann, Marie Frances Dayton, Ohio.	Latin and German Group.
Rudge, Florence Marie Youngstown, Ohio.	Latin and English Group.

## BACHELOR OF LETTERS

1904

Mary Eleonor Sheridan, Dubuque, Iowa.

## MASTER OF ARTS

1905

McEnelly, Katharine Mary A. B., Trinity College Hopkinton, Massachusetts.	Greek and German.
Rudge, Florence Marie A. B., Trinity College Youngstown, Ohio.	Latin and English.

### BACHELOR OF SCIENCE

1905

Gray, Marian Alice  
A. B., Trinity College,  
St. Louis, Missouri.

Chemistry and Mathematics.

### BACHELOR OF ARTS

1905

Casey, Ella Josephine,  
B. L., Smith College  
Lee, Massachusetts.  
Brosseau, Marguerite Marie  
Chicago, Illinois.  
Burke, Anna Ellen  
Boston, Massachusetts.  
Doyle, Julia Mary  
Chicago, Illinois.  
Feenan, Mary Agnes  
Salem, Massachusetts.  
Hayes, Miriam Barbara  
New York City.  
Meehan, Mary Regis  
Jamaica Plain, Massachusetts.  
MacDonald, Jane Louise  
Boston, Massachusetts.  
O'Brien, Anna  
Somers, Montana.  
O'Crowley, Edna Madeleine  
Newark, New Jersey.  
O'Donoghue, Katherine  
Omaha, Nebraska.  
Scanlan, Helen Brendan  
Pawtucket, Rhode Island.  
Sullivan, Blanche Laura  
Cincinnati, Ohio.

English and French Group.

English and French Group.

Greek and French Group.

Latin and German Group.

Latin and French Group.

Latin and French Group.

Latin and French Group.

German and French Group.

Latin and German Group.

Latin and Mathematics Group.

English and German Group.

English and German Group.

Latin and German Group.

Greek and German Group.

### BACHELOR OF ARTS

1906

Doherty, Mary Elizabeth  
Worcester, Massachusetts.  
Kennedy, Mary Agnes  
Charlestown, Massachusetts.  
O'Neil, Sara Treanor  
Somerville, Massachusetts.  
Vlymen, Joesphine Mary  
Hempstead, New York.  
Young, Spalding  
Lexington, Kentucky.

German and Mathematics Group.

French and Botany Group.

French and English Group.

Greek and Latin Group.

Latin and English Group.

### BACHELOR OF LETTERS

1906

Collins, Anna Ivan, North Adams, Massachusetts.

## BACHELOR OF ARTS

1907

Bradley, Mary Agnes Worcester, Massachusetts.	Chemistry and English Group.
Cummings, Margaret Fall River, Massachusetts.	Chemistry and English Group.
Doyle, Katharine Mary Holyoke, Massachusetts.	History and German Group.
Eagan, Veronica Philadelphia, Pennsylvania.	English and French Group.
Feenan, Alice Gertrude Salem, Massachusetts.	English and French Group.
Green, Mary Joanna Everett, Massachusetts.	English and French Group.
Higgins, Mary Isabel Westerly, Rhode Island.	Latin and German Group.
Kelly, Cecilia Clare Brooklyn, New York.	Latin and French Group.
Kennedy, Elizabeth Rose Amsterdam, New York.	English and German Group.
Linehan, Helen Gertrude Cambridge, Massachusetts.	English and French Group.
Loughran, Elizabeth Ward Warren, Rhode Island.	Greek and Latin Group.
McCaffrey, Mary Cecilia Omaha, Nebraska.	Latin and English Group.
McGorisk, Susan Des Moines, Iowa.	English and French Group.
McKenna, Mary Elizabeth New York City.	Mathematics and Latin Group.
McMahon, Blanche Gertrude Worcester, Massachusetts.	Botany and English Group.
Moore, Elizabeth Frances Springfield, Massachusetts	Latin and English Group.
O'Crowley, Irene Mary Newark, New Jersey.	English and German Group.
Ryan, Alice Mary Brooklyn, New York.	Latin and English Group.
Schofield, Helen Teresa Chicago, Illinois.	English and German Group.
St. Clair, Mary Rose Collinsville, Connecticut.	Latin and English Group.

## BACHELOR OF LETTERS

1907

Connors, Mary Margaret Buffalo, New York.	Fagan, Marie Alice Pittsburgh, Pennsylvania.
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## MASTER OF ARTS

1908

McNamara, Helen Catherine,  
A. B., Cornell University, 1907,  
Binghamton, New York.

Sociology and History Group.

## BACHELOR OF ARTS

1908

Butler, Anna Patricia,  
Cambridge, Massachusetts.  
Callahan, Lilian,  
Albany, New York.  
Callaghan, Margaret Mary,  
Haverhill, Massachusetts.  
Connelly, Mary Mildred,  
Bradford, Pennsylvania.  
Dansby, Ora Maria,  
Fort Smith, Arkansas.  
Gavagan, Beatrice Antoinette,  
Los Angeles, California.  
Holohan, Louise Catharine,  
Waterbury, Connecticut.  
Kelly, Agatha Rose,  
Penn Yan, New York.  
Madden, Marie Regina,  
Brooklyn, New York.  
McQuaid, Janet Louise,  
Holyoke, Massachusetts.  
Merkle, Elizabeth Wenis,  
Chillicothe, Ohio.  
Simon, Marie Louise,  
Philadelphia, Pennsylvania.  
Vlymen, Helen Teresa,  
Hempstead, New York.

Latin and English Group.  
English and French Group.  
Latin and German Group.  
Latin and German Group.  
German and Mathematics Group.  
English and French Group.  
Latin and French Group.  
Latin and English Group.  
Latin and English Group.  
English and French Group.  
German and French Group.  
English and German Group.  
Greek and Latin Group.

## BACHELOR OF LETTERS

1908

Murray, Mary Katharine, Troy, New York.

## BACHELOR OF ARTS

1909

Daeley, Bertha Liguori, Devil's Lake, North Dakota.	English and French Group.
Harrington, Constance Helen, O'Neill, Nebraska.	French and Chemistry Group.
Logan, Martha Teresa, South Boston, Massachusetts.	English and Chemistry Group.
Maher, Agnes Mary, Utica, New York.	Latin and English Group.
Moynihan, Lilian Teresa, Glens Falls, New York.	English and French Group.
Moriarty, Mary Teresa, Springfield, Massachusetts.	English and French Group.
Murphy, Mary Desmond, Norwich, Connecticut.	English and French Group.
Murray, Mary Catharine, Grand Rapids, Michigan.	Latin and German Group.
O'Dwyer, Mary, Texarkana, Arkansas.	English and French Group.
Sallaway, Margaret Mary, Dorchester, Massachusetts.	Latin and French Group.
Shine, Honoria Kennelly, Holyoke, Massachusetts.	English and French Group.
Showel, Mary Cecilia, Toledo, Ohio.	English and Mathematics Group.
Sullivan, Helen Esther, Chicago, Illinois.	Latin and French Group.

## BACHELOR OF LETTERS

1909

Flynn, Mary Storrs, Dorchester, Massachusetts.	Lorando, Rosario, Washington, District of Columbia.
Hannan, Olivia Honora, Ironton, Ohio.	McGrane, Mary Elizabeth, Cincinnati, Ohio.
Kennedy, Martha Mary, Worcester, Massachusetts.	Nolan, Helen Teresa, Reading, Pennsylvania.
Yund, Laura Louise, Amsterdam, New York.	

## BACHELOR OF ARTS

1910

Baillargeon, Emma Lucile, Seattle, Washington	English and French Group.
Barnes, Beatrice Frances, Madison, Wisconsin.	English and German Group.
Barnes, Dorothy Mary, Madison, Wisconsin.	English and German Group.
Brady, Agnes Constance, Fall River, Massachusetts.	Latin and German Group.
Degnan, Katherine Helen, Providence, Rhode Island.	Greek and Latin Group.
Droste, Mary Teresa, Grand Rapids, Michigan.	German and Chemistry Group.
Finn, Rose Helene, Holyoke, Massachusetts.	Greek and Latin Group.
Galligan, Loretta, Taunton, Massachusetts.	Latin and French Group.
Hays, Jeannette, Canton, Ohio.	Latin and German Group.
Kennedy, Clara Christine, Amsterdam, New York.	English and History Group.
Larkin, Hazel Frances, Bartlesville, Oklahoma.	English and History Group.
Lennon, Edith Marie, Lowell, Massachusetts.	French and History Group.
McKeever, Helen Margaret, Hollywood, California.	English and German Group.
McKeough, Mary Elizabeth, Amsterdam, New York.	English and History Group.
McNally, Marie Aloysius, White Haven, Pennsylvania.	English and Mathematics Group.
Meagher, Alice Elizabeth, Pawtucket, Rhode Island.	Latin and Mathematics Group.
Reavey, Lilian Monica, Springfield, Massachusetts.	French and Chemistry Group.
Schofield, Gertrude Margaret, Chicago, Illinois.	English and French Group.
Strootman, Bertha Josephine, Buffalo, New York.	German and Chemistry Group.
Walsh, Katherine Louise, Davenport, Iowa.	English and French Group.

## BACHELOR OF LETTERS

1910

Connolly, Gertrude Adeline, Tulsa, Oklahoma.	Kerby, Mary Catherine, Washington, District of Columbia.
	Sullivan, Elizabeth Louise, Bangor, Maine.

## MASTER OF ARTS

1911

Reilly, Mary Louise,  
A. B., Smith College, 1910,  
Brockton, Massachusetts.

Philosophy and History Group.

## BACHELOR OF ARTS

1911

Boughan, Amy, Chicago, Illinois.	Greek and Chemistry Group.
Brownell, Rosalind, Waterbury, Connecticut.	Latin and French Group.
Callaghan, Agnes Laurentia, Haverhill, Massachusetts.	Latin and Mathematics Group.
Finnegan, Agnes Marie, New Britain, Connecticut.	Latin and History Group.
Galvin, Mary Bashford, East Greenwich, Rhode Island.	Latin and French Group.
Graves, Agnes Elizabeth, Albany, New York.	Latin and History Group.
Greeley, Kathleen Josephine Holyoke, Massachusetts.	Greek and Latin Group.
Hanlon, Mary Elizabeth, Hillsboro, Ohio.	Latin and German Group.
Harrity, Isabelle Josephine, Philadelphia, Pennsylvania.	English and French Group.
Hennessey, Margaret Mary, Milwaukee, Wisconsin.	English and History Group.
Herron, Ellen Alice, Auburn, New York.	English and German Group.
Kenny, Victoria, Scranton, Pennsylvania.	Latin and Mathematics Group.
Lombard, Grace Marion, Worcester, Massachusetts.	English and German Group.
Martin, Mary Louise, Waterbury, Connecticut.	Latin and French Group.
Maxwell, Mary Margaret, Dakota City, Nebraska.	German and French Group.
McCann, Catherine Vincentia, New York City.	French and History Group.
McCarthy, Lucy Anne, Troy, New York.	Greek and Latin Group.
McDonald, Edith, Minneapolis, Minnesota.	English and German Group.
McLoughlin, Catharine, Worcester, Massachusetts.	English and History Group.
MacMahon, Mary Julia, Holyoke, Massachusetts.	Greek and Latin Group

O'Brien, Eleanor Cruice, St. Paul, Minnesota.	English and History Group.
O'Neil, Patience Mary, Akron, Ohio.	Latin and French Group.
Pace, Marguerite Elise, Covington, Kentucky.	English and Latin Group.
Sheehan, Helena Gertrude, Buffalo, New York.	English and Chemistry Group.
Shillow, Agnes Mary, Columbia, Pennsylvania.	Latin and German Group.
Simms, Zita, Attleboro, Massachusetts.	Latin and German Group.
Sutcliffe, June Frances, Pawtucket, Rhode Island.	Latin and German Group.
Splane, Anne Mary, Manchester, New Hampshire.	English and History Group.
Wallis, Claire Marie, Philadelphia, Pennsylvania.	English and German Group.

### BACHELOR OF LETTERS

1911

Byrne, Esther, Omaha, Nebraska.	Carraher, Imogene Julia, Seattle, Washington.
O'Leary, Marguerite, Richibucto, N. B.	

### MASTER OF ARTS

1912

Barry, Alice Ernestine, A. B., Boston University, Malden, Mass.	Philosophy and History Group.
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### BACHELOR OF ARTS

1912

Barrett, Corinne Anne, Caribou, Maine.	Latin and French Group.
Boyle, Anne Margaret, Sharon, Pennsylvania.	German and Mathematics Group.
Burns, Mary Christine, Bangor, Maine.	Greek and History Group.
Finn, Katherine Agnes, Dedham, Massachusetts.	Latin and German Group.
Giblin, Mary Alice, Scranton, Pennsylvania.	Latin and English Group.
Haag, Florence Grandon, New York City.	Latin and French Group.
Hastings, Mary Madeleine, Medford, Massachusetts.	English and French Group.

Kays, Cecilia Katherine, Los Angeles, California.	Greek and Latin Group.
Kempel, Caroline Barbara, Akron, Ohio.	German and Mathematics Group.
McCaffrey, Evelyn Elizabeth, Omaha, Nebraska.	English and French Group.
McEnelly, Mary Cecilia, Hopkinton, Massachusetts.	English and French Group.
McFadden, Edith, Dubuque, Iowa.	German and History Group.
McQuade, Ellen Elizabeth, Lowell, Massachusetts.	Latin and German Group.
McSweeney, Katherine Florentine, Glens Falls, New York.	French and History Group.
Mills, Florence Jane, Fall River, Massachusetts.	Latin and German Group.
Mills, Alice Elizabeth, Fall River, Massachusetts.	Latin and German Group.
O'Malley, Regina Cecilia, Wilkes-Barre, Pennsylvania.	German and History Group.
Quinlan, Lucile Anne, St. Paul, Minnesota.	English and French Group.
Riley, Florence Marguerite, Binghamton, New York.	English and Chemistry Group.
Schofield, Mary Love, Chicago, Illinois.	English and German Group.
Sullivan, Julie Ellsbee, New York City.	English and French Group.
Townsend, Mary Grace, Washington, D. C.	English and History Group.
Vlymen, Mary Victoria, Hempstead, N. Y.	Greek and Latin Group.
Walsh, Mary Regina, Roxbury, Massachusetts.	English and German Group.
Walsh, Gertrude, Davenport, Iowa.	English and History Group.
Whitton, Mary Gertrude, Olean, New York.	German and History Group.

## BACHELOR OF LETTERS

1912

Driscoll, Marie Monica,  
Reading, Pennsylvania.

Gaynor, Maude Elizabeth,  
Nyack, New York.

Petersen, Alma Katherine,  
Fairmont, Minnesota.

## MASTER OF ARTS

1913

McEnelly, Mary Cecilia,  
A. B., Trinity College,  
Hopkinton, Massachusetts.

Latin and German Group.

## BACHELOR OF ARTS

1913

Barrett, Margaret Alice, Buffalo, New York.	English and French Group.
Becker, Louise Lucy, Wilkes-Barre, Pennsylvania.	English and German Group.
Blake, Frances, Buffalo, New York.	German and Chemistry Group.
Bosch, Antoinette Katherine, Lake Linden, Michigan.	English and German Group.
Cabana, Ethel Adelaide, Buffalo, New York.	English and French Group.
Cashman, Frances Catherine, Newburyport, Massachusetts.	English and German Group.
Carpentier, Madeleine Jeanne, Washington, D. C.	History and French Group.
Connolly, Mary Ellen, Washington, D. C.	Latin and English Group.
Connelly, Margaret Genevieve, Bradford, Pennsylvania.	Latin and German Group.
Cronin, Helen Agnes, Manchester, New Hampshire.	Latin and German Group.
Cummings, Mary Catherine, Fall River, Massachusetts.	English and German Group.
Donovan, Alice Louise, Lynn, Massachusetts.	Latin and English Group.
Driscoll, Blanche Katherine, Buffalo, New York.	English and History Group.
Friel, Elizabeth Teresa, Waterville, Maine.	Latin and German Group.
Kean, Ruth Elizabeth, Manchester, New Hampshire.	Latin and German Group.
McDevitt, Rita Mary, Pawtucket, Rhode Island.	English and French Group.
McNeelis, Anne Claire, Johnstown, Pennsylvania.	English and Mathematics Group.
McQuaid, Dorothy Cecelia, Jacksonville, Florida.	English and French Group.
May, Mary Lucile, Superior, Wisconsin.	English and History Group.
Moriarty, Irene Collins, Waterbury, Connecticut.	Greek and Latin Group.

Morrison, Erin Rose, Prescott, Arizona.	Latin and Mathematics Group.
Norman, Margaret Catherine, Baltimore, Maryland.	English and French Group.
O'Donnell, Margaret Mary, Rock Island, Illinois.	Latin and English Group.
Scallon, Brighidin Trumble, Hancock, Michigan.	English and French Group.
Stokes, Helen Germaine, Scranton, Pennsylvania.	Greek and Latin Group.
Sullivan, Alice Elizabeth, Lowell, Massachusetts.	English and Chemistry Group.

### BACHELOR OF LETTERS

1913

Clarke, Florence Honora, Ortonville, Minnesota.	Scanlan, Lorine Agnes, Sioux Falls, South Dakota.
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### MASTER OF ARTS

1914

Donovan, Alice Louise, A. B., Trinity College, Lynn Massachusetts.	Latin and English Group.
Driscoll, Blanche Katherine, A. B., Trinity College, Buffalo, New York.	Philosophy and History Group.
McDevitt, Rita Mary, A. B., Trinity College, Pawtucket, Rhode Island.	Philosophy and English Group.
Stokes, Helen Germaine, A. B., Trinity College, Scranton, Pennsylvania.	Greek and Latin Group.

### BACHELOR OF ARTS

1914

Beatty, Lilian Zita, Brooklyn, New York.	French and History Group.
Begg, Mary Elinor, Waterbury, Connecticut.	Latin and French Group.
Boughan, Margaret, Chicago, Illinois.	German and French Group.
Cashman, Pauline, Newburyport, Massachusetts.	Latin and German Group.
Clifford, Mary Louise, Lewiston, Maine.	English and French Group.
Conroy, Helen Mason, East Orange, New Jersey.	English and History Group.

Culligan, Anna Verda, St. Paul Minnesota.	English and Sociology Group.
Duffy, Marguerite Anne, Chateaugay, New York.	Latin and French Group.
Fitz-Maurice, Blanche Althea, Chicago, Illinois.	History and Botany Group.
Farren, Adele, Cleveland, Ohio.	Greek and French Group.
Flannery, Elizabeth Angela, Yonkers, New York.	English and French Group.
Gaffney, Mary Margaret, Waterbury, Connecticut.	English and French Group.
Gallagher, Margaret Mary, Washington, D. C.	Latin and French Group.
Geier, Rose, Helena, Montana.	Latin and German Group.
Hayes, Mary Evangeline, Waterbury, Connecticut.	English and History Group.
Hildensperger, Marie Kathleen, Wausau, Wisconsin.	Latin and German Group.
Hodson, Mary Veronica, Waterbury, Connecticut.	English and French Group.
Hoey, Jennie Margarita, New York City, New York.	History and Political Economy.
Johnson, Mary Agnes, Kansas City, Missouri.	German and French Group.
Kelly, Alice Mae, Washington, D. C.	Latin and German Group.
Lennon, Mary Josephine, Pawtucket, Rhode Island.	English and German Group.
Lennox, Laura Louise, Haverhill, Massachusetts.	Latin and German Group.
Lynch, Marion Winnifred, Newtown, Connecticut.	French and Physics Group.
Lynch, Catherine Veronica, Newtown, Connecticut.	Latin and German Group.
Mahoney, Mary Josephine, Lowell, Massachusetts.	French and Spanish Group.
McCaffrey, Anna May, Amsterdam, New York.	English and History Group.
McCarron, Anne Elizabeth, Maynard, Massachusetts.	English and Physics Group.
McCarthy, Sarah Cecilia, Troy, New York.	Latin and English Group.
McMahon, Maude Estelle, Worcester, Massachusetts.	English and French Group.
McSweeney, Mary Elizabeth, Glens Falls, New York.	Latin and History Group.
McVay, Josephine Ursula, Pawtucket, Rhode Island.	Latin and German Group.
Murphy, Isabelle Frances, Washington, D. C.	German and French Group.

Nugent, Josephine Pauline, Waterbury, Connecticut.	Latin and French Group.
Smith, Gertrude Pauline, Worcester, Massachusetts.	English and Physics Group.
Sullivan, Julia Winifred, Fall River, Massachusetts.	German and French Group.
Taylor, Frances Denning, Dobbs Ferry-on-Hudson, N. Y.	Latin and English Group.
Tuite, Bertha Euphemia, Pawtucket, Rhode Island.	Greek and Latin Group.
Walsh, Elizabeth Zoe, Mobile, Alabama.	English and History Group.
Welch, Marion, Florentia, Beverly, Massachusetts.	English and French Group.
White, Julia Clarke, Rome, New York.	Latin and History Group.

## BACHELOR OF LETTERS

1914

Collins, Margaret Mary, Washington, D. C.

# ENROLMENT OF STUDENTS

1915-1916

## GRADUATE STUDENTS.

Dougherty, Beatrice, A. B., Cornell University, 1914.	Ithaca, New York.
Mahoney, Mary Josephine, A. B., Trinity College, 1914.	Lowell, Massachusetts.
Walsh, Elizabeth Zoe, A. B., Trinity College, 1914.	Mobile, Alabama.

## SENIOR CLASS

Bragan, Irene Mildred,	Acton, Mass.
Clemons, Anna Sophia,	Montesano, Wash.
Connelly, Catharine Sheehan,	Elmira, N. Y.
Evans, Mary Frances,	La Crosse, Wis.
Fallon, Mary Day,	Worcester, Mass.
Fennessey, Elizabeth Mary,	Boston, Mass.
Feenan, Anna Margaret,	Salem, Mass.
Gallagher, Dorothy,	Kansas City, Mo.
Galligan, Claire,	Pueblo, Colorado.
Gfroerer, Ruth Elizabeth,	Chicago, Ill.
Hooley, Anne Sarachon,	Nichols, Iowa.
Jackson, Katharine Alice,	Waterbury, Conn.
Judge, Veronica Mary,	Fall River, Mass.
Keenan, Addie,	Austin, Minn.
Kramer, Marie Anna,	Canton, Ohio.
Kirwin, Carolyn North,	Brooklyn, N. Y.
Lane, Gertrude Mary,	Washington, D. C.
La Follette, Clara,	Pullman, Wash.
Lawler, Loretto Rose,	Pittsburgh, Penna.
Leonard, Elizabeth Anne,	Wilkes-Barre, Penna.
Long, Mary A. Louise,	Boston, Mass.
McArdle, Margaret Julia,	Ware, Mass.
McCabe, Alice Loretta,	Clinton, N. Y.
McCarthy, Rena Louise,	Danbury, Conn.
McCaskey, Catherine Agnes,	Philadelphia, Penna.
McWeeney, Margaret Elizabeth,	Providence, R. I.

Maloney, Marguerite Louise,	Woburn, Mass.
Mahony, Helen Paula,	Roxbury, Mass.
Moore, Helen Louise,	Washington, D. C.
Murray, Helen Frances,	Troy, N. Y.
O'Connell, Regina Josephine,	Marlborough, Mass.
Purcell, Mary Margaret,	Valatie, N. Y.
Ryan, Marie Agnes,	Philadelphia, Penna.
Smith, Eileen Katharine,	Fitchburg, Mass.
Walsh, Mary Dunne,	Richmond, Va.

### JUNIOR CLASS

Barry, Catherine,	Chicopee, Mass.
Boillin, Anne,	Clarksville, Tenn.
Boyle, Katherine Elizabeth,	Fitchburg, Mass.
Brodbine, Anna Madeline,	Beachmont, Mass.
Brogan, Mary Christine,	Cohasset, Mass.
Carlin, Katherine Frances,	Roxbury, Mass.
Casey, Veronica,	Denver, Colo.
Daily, Maureen Lewis,	Bay City, Mich.
Fitz-Maurice, Myrtle Virginia,	Chicago, Ill.
Garner, Esther,	Washington, D. C.
Gillen, Marguerite Killoran,	Racine, Wis.
Greene, Miriam Alice,	Brooklyn, N. Y.
Hanrahan, Florence Mary,	Boston, Mass.
Joyce, Mary,	Ashland, Wis.
Kelleher, Margaret Claire,	Ware, Mass.
Killorin, Marie Alvera,	Wakefield, Mass.
Lane, Margaret Mary,	Washington, D. C.
Leonard, Florence Marie,	Cincinnati, Ohio.
McCarthy, Mary Elizabeth,	Philadelphia, Penna.
McLachlan, Mary Lorena,	Danbury, Conn.
McManus, Frances,	Philadelphia, Penna.
McManus, Mary Frances,	Concord, Mass.
Monahan, Winifred Ellen,	Central Falls, R. I.
Moormann, Catherine Marie,	Cincinnati, Ohio.
Nangle, Ruth Frances,	Brookline, Mass.
O'Donnell, Helen Frances,	Chicago, Ill.
Parsons, Margaret Mary,	Philadelphia, Penna.
Powers, Juliet Marie,	Crafton, Penna.
Quinn, Ellen Vincent,	Woonsocket, R. I.
Reavey, Loretto Justinian,	Springfield, Mass.
Sharkey, Sara Veronica,	Johnstown, Penna.

Smith, Mary Harvey,	Ferguson, Mo.
Smith, Kathleen,	Riverdale, Md.
Unruh, Marie Irma,	Mobile, Ala.
Vlymen, Felicita,	Hempstead, N. Y.
Walsh, Helen Marie,	Memphis, Tenn.

#### SOPHOMORE CLASS

Baker, Anna Josephine,	Worcester, Mass.
Baker, Estelle Margaret,	Worcester, Mass.
Burns, Margaret Frances,	North Adams, Mass.
Callahan, Dorothy Louise,	Washington, D. C.
Cavey, Ruth Elizabeth,	Woodstock, Md.
Canfield, Aileen,	Hancock, Mich.
Conlin, Eleanor Miriam,	Worcester, Mass.
Daly, Colette Marie,	Naugatuck, Conn.
Davey, Margaret Frances,	Beverly, Mass.
Donahoe, Eleanor Claire,	Middletown, Conn.
Donahue, Zita Louise,	Columbus, Ohio.
Eggert, Helene Alice,	Buffalo, N. Y.
Enright, Marie Elizabeth,	Pittsfield, Mass.
Friday, Laura Marie,	Washington, D. C.
Gaffney, Florence Elizabeth,	Cadillac, Mich.
Galvin, Anne Patricia,	Bedford, Mass.
Geier, Mary Genevieve,	Washington, D. C.
Gillon, Eileen Bernadette,	Milford, Mass.
Holland, Agnes Julia,	Brookline, Mass.
Johnson, Alice Josephine,	New York City, N. Y.
Judge, Mary Elizabeth,	Fall River, Mass.
Kean, Florence Rose,	Manchester, N. H.
Kelly, Mabel Mary,	Great Barrington, Mass.
Kimmel, Anna,	Altoona, Penna.
Lawler, Anna Marie,	Coudersport, Penna.
Lee, Margaret Irene,	North East, Penna.
Loftus, Mary Frances,	Altoona, Penna.
Loughran, Miriam Elizabeth,	Springfield, Mass.
Maher, Emily Katherine,	Utica, N. Y.
Murphy, Helen Shahan,	Norwich, Conn.
McCarthy, Helen Margaret,	Lewiston, Maine.
McCormick, Eleanor.	Pittsfield, Mass.
McFadden, Nöel Marie,	Dubuque, Iowa.
McGrath, Anna Dorothy,	Columbus, Ohio.
MacHale, Kathleen Gertrude,	Scranton, Penna.

McQuillan, Hazel St. Claire,	Cincinnati, Ohio.
Neary, Agnes Buckley,	Johnstown, Penna.
O'Malley, Marie Catherine,	Barker, N. Y.
Pace, Anna Lee,	Cincinnati, Ohio.
Power, Katharine Agnes,	Worcester, Mass.
Shea, Marie Frances,	South Lincoln, Mass.
Staudt, Margaret Pearl,	Canton, Ohio.
Sullivan, Katherine Frances,	Washington, D. C.
Tracy, Julia Frances,	Washington, D. C.
Welch, Louise Loretta,	Beverly, Mass.

#### FRESHMAN CLASS

Becker, Marietta Margaret,	Wilkes-Barre, Penna.
Bowen, Frances Anastasia,	Roxbury, Mass.
Bride, Helen Mary,	Lawrence, Mass.
Burch, Florence Rosalia,	Knoxville, Penna.
Burke, Angela Louise,	Springfield, Mass.
Burns, Rose Louise,	Hamilton, Ohio.
Bushong, Mary Theresa,	Brooklyn, N. Y.
Caverly, Mary Adelaide,	Atlanta, Ga.
Connell, Philomene,	La Grange, Ill.
Daly, Margery,	Ogdensburg, N. Y.
Desmond, Ellen Gertrude,	Somerville, Mass.
Dillon, Frances Norton,	Houghton, Mich.
Dillon, Frances Winifred,	Lawrence, Mass.
Dougherty, Margaret Ruth,	Beaver, Penna.
Doyle, Marie Troy,	Worcester, Mass.
Eagan, Kathleen Regina,	New York City, N. Y.
Eckel, Florence Maryann,	Niagara Falls, N. Y.
English, Anna Josephine,	Butte, Mont.
Felix, Gladys Marie,	Pittsburgh, Penna.
Flynn, Helen Margaret,	Pittsfield, Mass.
Feeney, Florence Catherine,	Pittsburgh, Penna.
Foster, Irene McLoud,	Fort Smith, Ark.
Gallagher, Annabel Marie,	Brooklyn, N. Y.
Goebel, Mary Ursula,	Marietta, Ohio.
Grady, Catherine Rose,	Waterbury, Conn.
Griffin, Marguerite,	Fitchburg, Mass.
Hackemeier, Edna Marie,	St. Louis, Mo.
Harahan, Ruth Mary,	Norfolk, Va.
Harahan, Susannah Margaret,	Norfolk, Va.
Heagney, Helen Marie,	Salem Willows, Mass.

Homan, Margaret Mary,	Cincinnati, Ohio.
Jackson, Cecilia Elizabeth,	Waterbury, Conn.
Jennings, Janet Maurine,	St. Louis, Mo.
Keeler, Mary Gertrude,	Pittsburgh, Penna.
Keller, Virginia Alma,	Brooklyn, N. Y.
Keller, Marie Louise,	Brooklyn, N. Y.
Kilroy, Kathleen,	Springfield, Mass.
Leonard, Alice Catherine,	Wilkes-Barre, Penna.
Long, Marion Hallinan,	New Britain, Conn.
Lynch, Helen Frances,	Springfield, Mass.
Magee, Christine Elizabeth,	Hastings-on-Hudson, N. Y.
Mangan, Grace Anastatia,	Pawtucket, R. I.
Martin, Florence Steele,	Asheville, N. C.
Moore, Pauline Elizabeth,	Newport, R. I.
McCabe, Mary Williams,	Superior, Wis.
McCarthy, Margaret Mary,	Middletown, Conn.
McCue, Catherine Beatrice,	Dorchester, Mass.
McGuire, Marie Theresa,	Ensley, Ala.
McMahon, Mary Anna,	Brookline, Mass.
Neary, Vivien Marie,	Naugatuck, Conn.
Noonan, Louise,	Washington, D. C.
O'Brien, Marian Claire,	Pittsburgh, Penna.
O'Brien, Marie Grace,	Jamaica Plain, Mass.
O'Hara, Geraldine Margaret,	Hamilton, Mont.
O'Hara, Mary Frances,	Hamilton, Mont.
O'Riordan, Mary Patricia,	Charlestown, Mass.
O'Shea, Marie Elizabeth,	Fort Smith, Ark.
Ranger, Helen Margaret,	Holyoke, Mass.
Reardon, Loretta Mabel,	Holyoke, Mass.
Riordan, Helen,	Washington, D. C.
Scanlan, Marie Rita,	Wave Crest, Far Rockaway, N. Y.
Stanford, Marguerite Wood,	New Haven, Conn.
Sullivan, Alice Gertrude,	Newport, R. I.
Sullivan, Rowena Hope,	Riverdale-on-Hudson, N. Y.
Waters, Margery Helena,	Philadelphia, Penna.

#### HEARERS

Clemons, Helen Gertrude,	Montesano, Wash.
Handlin, Rosemary,	Fort Smith, Ark.
Griffin, Rachel,	Springfield, Mass.
Wimsatt, Josephine,	Washington, D. C.
Wiseman, Anne,	Lewiston, Maine.





## PUBLICATIONS

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TRINITY COLLEGE YEAR BOOK, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published quarterly by the students of the College.

THE TRINILÓGUE, published annually by the Senior Class. Price, \$3.00 per copy.

A VIEW BOOK containing pictures of the College and the campus. Price, 30 cents.



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# TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1916-1917

Trinity College is conducted by the **SISTERS OF  
NOTRE DAME OF NAMUR.**

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE,  
WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE  
STATE OF NEW YORK.**

**LEGAL FORM OF BEQUEST:** I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.





NOTE.—*The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country:*

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION  
WASHINGTON

March 30, 1914.

SISTER CATHERINE ALOYSIUS,  
*President of Trinity College,*  
Washington, D. C.

DEAR MADAM,

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College, and of the standing of the students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,

P. P. CLAXTON,

*Commissioner.*

1987-01-01

# TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1916-1917



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## COMMUNICATION WITH THE COLLEGE

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The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephone is North 2367.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Washington, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information and inquiries regarding admission should be addressed to the Secretary of the College.

# CALENDAR

1916

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
<b>JANUARY</b>																													
<b>FEBRUARY</b>																													
<b>MARCH</b>																													
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
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23	24	25	26	27	28	29	27	28	29	30	31	1	2	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	
30	31	1	2	3	4	5	27	28	29	30	31	1	2	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	
<b>MAY</b>																													
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7	8	9	10	11	12	13	11	12	13	14	15	16	17	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
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28	29	30	31	1	2	3	25	26	27	28	29	30	31	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	
<b>JUNE</b>																													
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15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
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<b>JULY</b>																													
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<b>AUGUST</b>																													
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<b>SEPTEMBER</b>																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	
29	30	31	1	2	3	4	27	28	29	30	31	1	2	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	
<b>OCTOBER</b>																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	
28	29	30	31	1	2	3	25	26	27	28	29	30	31	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	
<b>NOVEMBER</b>																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	
29	30	31	1	2	3	4	27	28	29	30	31	1	2	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	
<b>DECEMBER</b>																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	
23	24	25	26	27	28	29	23	24	25	26	27	28	29	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	
30	1	2	3	4	5	6	5	6	7	8	9	10	11	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9

## ACADEMIC CALENDAR

### 1916

Easter Vacation begins,	Wednesday, April 19.
Easter Vacation ends,	Monday, April 24.
Founders' Day,	Monday, May 1.
Ascension Day,	Thursday, June 1.
Final Examinations begin,	Tuesday, May 23.
Final Examinations end,	Tuesday, June 6.
Baccalaureate Sermon,	Sunday, June 4.
Commencement Exercises,	Thursday, June 8.
Entrance Examinations at Centres begin,	Monday, May 29.
Entrance Examinations at Centres end,	Saturday, June 3.
Entrance Examinations at the College begin,	Saturday, Sept. 16.
Registration of Students,	Wednesday, Sept. 20.
College Exercises begin,	Thursday, Sept. 21.
Thanksgiving Day,	Thursday, Nov. 30.
Christmas Vacation begins,	Wednesday, Dec. 20.

### 1917

Christmas Vacation ends,	Wednesday, Jan. 3.
Mid-year Examinations begin,	Monday, Jan. 22.
Mid-year Examinations end,	Monday, Jan. 29.
Spiritual Retreat for the Students,	Tuesday, Jan. 30.
Second semester begins,	Monday, Feb. 5.
Easter Vacation begins,	Wednesday, April 4.
Easter Vacation ends,	Monday, April 9.

THE COURSES OF STUDY IN THE COLLEGE ARE  
CONDUCTED BY THE FOLLOWING  
PROFESSORS

---

VERY REVEREND EDWARD A. PACE, Ph.D., S.T.D., LL.D.  
Philosophy (Psychology, Ethics); History of Education.

REVEREND WILLIAM TURNER, S.T.D.  
History of Philosophy.

VERY REVEREND THOMAS E. SHIELDS, Ph.D., LL.D.  
Education (Science and Art of Study, Philosophy, Psychology  
Methods).

REVEREND PATRICK J. McCORMICK, S.T.L., Ph.D.  
School Management.

REVEREND CHARLES A. DUBRAY, S.M., Ph.D.  
Introduction to Philosophy.

VERY REVEREND CHARLES F. AIKEN, S.T.D.  
Apologetics.

REVEREND NICHOLAS A. WEBER, S.M., S.T.D.  
Church History.

REVEREND WILLIAM J. KERBY, S.T.L., LL.D.  
Sociology.

REVEREND JOHN A. RYAN, S.T.D.  
Economics.

REVEREND THOMAS V. MOORE, C.S.P., Ph.D., M.D.  
Biology.

SEÑORA RITA LEZCA DE RUIZ.  
Spanish.

MISS ELSIE KERNAN.  
Elocution and Gymnastics.

With Sisters of Notre Dame in the Departments of Religion, Sacred Scripture, Greek, Latin, German, French, Spanish, English, Logic, Church History, History, Mathematics, Physics, Chemistry, Biology, Botany, Hygiene, History of Art, Music, and Art.

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THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY  
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The Board is organized as the AUXILIARY BOARD OF REGENTS OF TRINITY COLLEGE and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

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\* National President of the Ladies' Auxiliary, A. O. H., ex-officio, a member of the Auxiliary Board of Regents, Trinity College.

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Boards formed outside of the city of Washington are called ASSOCIATE  
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Richmond, Virginia

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# TRINITY COLLEGE

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**LOCATION.**—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park, from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

**FOUNDATION AND PURPOSE.**—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for “a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning.” The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

**IDEALS.**—Not only in the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view: the *true scholar*, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the *true woman*, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well-developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

#### EQUIPMENT.

**THE LIBRARY.**—The College Library now contains about 17,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

**THE O'CONNOR ART GALLERY.**—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable

art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

**THE HOLAHAN SOCIAL HALL** contains many precious and rare pictures, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

**THE SCIENCE LABORATORIES.**—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

**EXTRINSIC ADVANTAGES.**—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places and at

others rich in economic, scientific, and historic interest, *e. g.*, the Treasury Department, the Patent Office, the Coast and Geodetic Survey, the Geological Survey, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought, men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

**SCOPE OF THE COLLEGE.**—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington.

**CLASSIFICATION OF STUDENTS.**—The students are classified as follows: Graduate students, undergraduate students, and hearers.

*Graduate Students* are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

*Undergraduate Students* are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

*Hearers* are those who, by concession of the Faculty, attend some of the courses. They must be at least twenty years of age. They must give proof that they are able and willing to profit by collegiate instruction. They must bring close application to the courses they elect; their admission to examinations and laboratory exercises depends on the judgment of the instructors, and at any time their privileges may be withdrawn. The minimum number of hours that resident hearers may elect is twelve.

## ADMISSION

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### ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College by examination or by certificate after the successful completion of a high-school or academy course of four years. Admission by certificate is granted to schools accredited by Trinity College or affiliated to the Catholic University, Washington, D. C. There is no high-school or academy attached to the College.

Candidates who do not present certificates must pass examination in subjects amounting to  $15\frac{1}{2}$  unit courses of high-school work. The accepted definition of a unit course is *a course of study covering a school year of not less than thirty-five weeks, with five class periods of at least forty-five minutes each per week.*

The studies to be presented in satisfaction of the entrance requirements for the different degrees are given in tabular statement. The amount of preparation required in each subject is indicated by the number of units assigned to that subject.\*

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\* Although no formal entrance examination is held in Religion, it is presumed, needless to say, that the program of every Catholic high-school and academy will give to this all-important subject at least four (4) points, i. e., the equivalent of one period each day throughout the entire course of four years. The teaching should be thorough and systematic, so that the student will be well prepared to profit by the courses in Religion and Sacred Scripture which constitute a regular and important part of the system of prescribed studies throughout the College course.

**ENTRANCE REQUIREMENTS  
FOR THE DEGREES OF  
BACHELOR OF ARTS (A. B.)**

*Prescribed*

English . . . . .	3 units
Latin . . . . .	4 units
Major Language . . . . .	3 units
(Greek, French, or German)	
History . . . . .	1 unit
Mathematics . . . . .	2½ units

*Electives*

Two units must be chosen from the following subjects:

Minor Language . . . . .	2 units
(Not offered for Major Language)	
History . . . . .	2 units
Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Music . . . . .	1 unit
Total . . . . .	15½ units

**BACHELOR OF LETTERS (B. Litt.)**

*Prescribed*

English . . . . .	3 units
History . . . . .	1 unit
Major Language . . . . .	3 units
(Latin, Greek, French, or German)	
Minor Language . . . . .	2 units
<i>Latin</i> must be either the Major or Minor Language.	

*Electives*

6½ units must be chosen from the following subjects:

Major Language . . . . .	3 units
Minor Language . . . . .	2 units
History . . . . .	3 units
Algebra . . . . .	1½ units
Plane Geometry . . . . .	1 unit
Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Music . . . . .	1 unit
Total . . . . .	15½ units

**BACHELOR OF SCIENCE (B. S.)**

*Prescribed*

English . . . . .	3 units
Latin . . . . .	2 units
French . . . . .	3 units
German . . . . .	3 units
History . . . . .	1 unit
Algebra—2d Year . . . . .	1 unit
Plane Geometry . . . . .	1 unit
Solid Geometry . . . . .	½ unit

*Electives*

1 unit must be chosen from the following subjects:

Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
General Biology . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Total . . . . .	15½ units

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

COLLEGE ENTRANCE EXAMINATION  
BOARD EXAMINATION

TRINITY COLLEGE  
EXAMINATION

<i>Subjects</i>	<i>Subjects</i>	<i>Units</i>
<i>English, a and b . . . . .</i>	= English . . . . .	3
<i>History, a, b, c, or d . . . . .</i>	= History . . . . .	1
<i>Mathematics, a (i and ii) and c . . . . .</i>	= Mathematics . . . . .	2½
<i>Latin, a (i and ii), b, c, d, l and m . . . . .</i>	= Latin . . . . .	4
<i>One of the following:</i>		
Greek, a (i and ii), b, c, f and g	{ = Major Requirement in one of	
French, a and b	the following:	
German, a and b	} Greek, or French, or German	3
<i>One subject from Group I or two subjects from Group II:</i>		
<i>Group I:</i>		
Greek, a (i and ii), b, f, and g		
French, a		
German, a		
<i>Group II:</i>		
History, a, or b, or c, or d (not offered above)	= Two units to be chosen from the following:	
Physics	The Minor Requirement in one of	
Chemistry	the languages not offered for major	
Botany	standing (Greek, or French, or Ger-	
Zoölogy	man) . . . . .	2
Music	Or a unit in two of the following subjects:	
	History . . . . .	1
	Physics . . . . .	1
	Chemistry . . . . .	1
	Botany . . . . .	1
	Zoölogy . . . . .	1
	Music . . . . .	1

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic diploma will be accepted in lieu of the examination in any subject.

The admission subjects are divided into two groups as follows:

*Preliminaries :*

English A—Reading and Practice.

French minor except Prose Composition and the use of the spoken language.

German minor except Prose Composition and the use of the spoken language.

Greek minor except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

*Finals:*

English B—Study and Practice, including Composition.  
French major requirement, the Prose Composition and use  
of the spoken language of the major requirement

German major requirement, the Prose Composition and the  
use of the spoken language of the major requirement.  
Greek major, the Prose Composition of the major require-  
ment.

History, second point.

Latin Prose Composition.

Algebra, Botany, Chemistry, Physics and Music.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken during last year. Candidates are advised to take English Composition and Algebra in the last year.

## ADMISSION BY CERTIFICATE

Students from such High Schools and Academies as may be approved by the Faculty are admitted to the Freshman Class without examination on presentation of certificates showing that they have completed the requisite amount of preparatory study. Blank forms of such certificates will be furnished instructors on application to the Secretary.

Students received on certificate are regarded as upon probation during the first half year, and those deficient in preparation are dropped whenever the deficiency has been clearly demonstrated. If those entering from any school during a term of years are found deficient in preparation, the privilege of entering on certificate will be withdrawn from that school.

The certificate privilege is not granted for more than three years, but may be renewed on application.

## ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies, but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

## GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1916 the entrance examinations will be held May 29 to June 3 and September 16 to September 23. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Applications for the certificate privilege must be made to the Secretary of the College upon blanks furnished by the College and covering full statements concerning courses of study, teachers, and equipment. All applications must be made before April first in order to be approved for the next College year.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, twenty-five cents should be forwarded.

By special arrangement, examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

## EXAMINATION CENTRES

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The Visitation Academy,	Brooklyn, N. Y.,	Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I.	St. Joseph's-in-the-Pines.
Miss Nardin's Academy,	Buffalo, N. Y.	Cleveland Ave.
St. Peters Academy,	Rome, N. Y.	
The Academy of Notre Dame,	Boston, Mass.,	The Fenway.
The Academy of Notre Dame,	Roxbury, Mass.,	Washington St.
The Academy of Notre Dame,	Lowell, Mass.,	Adams St.
St. John's School,	Worcester, Mass.,	Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.	
Mount St. Mary's Academy,	Hookset Hts., N.H.	
St. Joseph's Academy,	Deering, Maine.	
St. Mary's Academy,	New Haven, Conn.,	Orange St.
Notre Dame Academy,	Waterbury, Conn.	
The Academy of Notre Dame,	Philadelphia, Pa.,	W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburg, Pa.,	Fifth Ave.
St. Joseph's Academy,	Greensburg, Pa.	Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.	
Mount St. Mary's Seminary,	Scranton, Pa.,	Adams Ave.
St. Mary's Academy,	Wilkes-Barre, Pa.	
The Academy of Notre Dame,	Cincinnati, Ohio,	Sixth Street.
The Academy of Notre Dame,	Cincinnati, Ohio,	East Walnut Hills.
The Ursuline Academy,	Cleveland, Ohio,	Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio,	Rich St.

The Loretto Academy,	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.,	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kan.	
Mount Carmel Academy,	Wichita, Kan.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy.	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.,	Mission Dolores.
Immaculate Heart College,	Hollywood, Cal.	
The Mother-House Congregation Notre Dame,		Montreal, Quebec.

# TRINITY COLLEGE

## SCHEDULE OF EXAMINATIONS, MAY, 1916

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*Monday, May 29.*

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|---------------------------------|-------------|
| 9.00 A. M.—10.30 A. M. . . . .  | History.    |
| 10.30 A. M.—12.30 P. M. . . . . | Physics.*   |
| 1.30 P. M.— 5.30 P. M. . . . .  | Latin 1, 2. |

*Tuesday, May 30.*

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|---------------------------------|-------------|
| 9.00 A. M.—10.30 A. M. . . . .  | History.    |
| 10.30 A. M.—12.30 P. M. . . . . | Chemistry.* |
| 1.30 P. M.— 5.30 P. M. . . . .  | Latin 3, 4. |

*Wednesday, May 31.*

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|--------------------------------|-------------------|
| 9.00 A. M.—11.30 A. M. . . . . | English, Reading. |
| 1.30 P. M.— 3.30 P. M. . . . . | Greek.            |
| 3.30 P. M.— 5.30 P. M. . . . . | Algebra.          |

*Thursday, June 1.*

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|--------------------------------|-----------------|
| 9.00 A. M.—11.30 A. M. . . . . | English, Study. |
| 1.30 P. M.— 3.30 P. M. . . . . | Plane Geometry. |
| 3.30 P. M.— 5.30 P. M. . . . . | Botany.*        |

*Friday, June 2.*

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|--------------------------------|---------|
| 9.00 A. M.—12.00 M. . . . .    | French. |
| 1.30 P. M.— 4.30 P. M. . . . . | German. |

*Saturday, June 3.*

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|--------------------------------|---------------------------------|
| 9.30 A. M.—11.30 A. M. . . . . | Solid Geometry or Trigonometry. |
| 1.30 P. M.— 3.30 P. M. . . . . | Zoology or Music.               |

\*Laboratory note-books must be submitted as a part of the examination.

# TRINITY COLLEGE

## SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1916

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*Saturday, September 16.*

9.00 A. M.—10.30 A. M. . . . .	History.
10.30 A. M.—12.30 P. M. . . . .	Physics.*
1.30 P. M.— 5.30 P. M. . . . .	Latin 1, 2.

*Monday, September 18.*

9.00 A. M.—10.30 A. M. . . . .	History.
10.30 A. M.—12.30 P. M. . . . .	Chemistry.*
1.30 P. M.— 5.30 P. M. . . . .	Latin 3, 4.

*Tuesday, September 19.*

9.00 A. M.—11.30 A. M. . . . .	English, Reading.
1.30 P. M.— 4.30 P. M. . . . .	French.
4.30 P. M.— 6.00 P. M. . . . .	Botany.*

*Wednesday, September 20.*

9.00 A. M.—11.30 A. M. . . . .	English, Study.
1.30 P. M.— 4.30 P. M. . . . .	Physics. German.
4.30 P. M.— 6.30 P. M. . . . .	Greek.

*Thursday, September 21.*

4.00 P. M.— 6.00 P. M. . . . .	Plane Geometry.
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*Saturday, September 23.*

9.30 A. M.—11.30 A. M. . . . .	Algebra.
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\* Laboratory note-books must be submitted as a part of the examination.

# DEFINITION OF REQUIREMENTS

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## ENGLISH (3)

### REQUIREMENT FOR 1915-1919

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

#### *Grammar and Composition*

One and one-half units

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

#### *Literature*

One and one-half units

The second object is sought by means of two lists of books, headed respectively READING and STUDY, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

#### A. READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

##### GROUP I—CLASSICS IN TRANSLATION

The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Aeneid*.

The *Odyssey*, *Iliad* and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

##### GROUP II—SHAKESPEARE

<i>Midsummer Night's Dream,</i>	<i>Richard II,</i>
<i>Merchant of Venice,</i>	<i>Richard III,</i>
<i>As You Like It,</i>	<i>Henry V,</i>
<i>Twelfth Night,</i>	<i>Coriolanus,</i>
<i>The Tempest,</i>	<i>Julius Cæsar,*</i>
<i>Romeo and Juliet,</i>	<i>Macbeth,*</i>
<i>King John,</i>	<i>Hamlet,*</i>
	} If not chosen for study under B.

##### GROUP III—PROSE FICTION

Malory: *Morte d' Arthur* (about 100 pages).

Bunyan: *Pilgrim's Progress, Part I.*

Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag).

Defoe: *Robinson Crusoe, Part I.*

Goldsmith: *Vicar of Wakefield.*

Frances Burney: *Evelina.*

Scott's Novels: any one.

Jane Austen's Novels: any one.

Maria Edgeworth: *Castle Rackrent*, or *The Absentee*.  
Dickens's Novels: any one.  
Thackeray's Novels: any one.  
George Eliot's Novels: any one.  
Mrs. Gaskell: *Cranford*.  
Kingsley: *Westward Ho!* or *Hereward the Wake*.  
Blackmore: *Lorna Doone*.  
Hughes: *Tom Brown's Schooldays*.  
Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*.  
Cooper's Novels: any one.  
Poe: *Selected Tales*.  
Hawthorne: *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse*.  
A collection of *Short Stories* by various standard writers.

#### GROUP IV—ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages).  
Boswell: Selections from the *Life of Johnson* (about 200 pages).  
Franklin: *Autobiography*.  
Irving: Selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*.  
Southey: *Life of Nelson*.  
Lamb: Selections from the *Essays of Elia* (about 100 pages).  
Lockhart: Selections from the *Life of Scott* (about 200 pages).  
Thackeray: Lectures on *Swift, Addison, and Steele* in the *English Humourists*.  
Macaulay: Any one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay*.  
Trevelyan: Selections from the *Life of Macaulay* (about 200 pages).  
Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages).  
Dana: *Two Years before the Mast*.  
Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley; together with a brief memoir or estimate of Lincoln.  
Parkman: *The Oregon Trail*.  
Thoreau: *Walden*.  
Lowell: *Selected Essays* (about 150 pages).  
Holmes: *The Autocrat of the Breakfast Table*.  
Stevenson: *An Inland Voyage and Travels with a Donkey*.

Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.

A collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of *Letters* by various standard writers.

#### GROUP V—POETRY

Palgrave's *Golden Treasury (First Series)*: *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

Palgrave's *Golden Treasury (First Series)*: *Book IV*, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B).

Goldsmith: *The Traveller* and *The Deserted Village*.

Pope: *The Rape of the Lock*.

A collection of English and Scottish *Ballads*, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads.

Coleridge: *The Ancient Mariner*, *Christabel* and *Kubla Khan*.

Byron: *Childe Harold*, *Canto III or IV*, and *The Prisoner of Chillon*.

Scott: *The Lady of the Lake*, or *Marmion*.

Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*.

Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*.

Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, “*De Gustibus*”—, *Instans Tyrannus*.

Arnold: *Sohrab and Rustum*, and *The Forsaken Merman*.

Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

#### B. STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

#### GROUP I—DRAMA

Shakespeare: *Julius Cæsar*, or *Macbeth*, or *Hamlet*.

#### GROUP II—POETRY

Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*.

Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*.

The selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

#### GROUP III—ORATORY

Burke: *Speech on Conciliation with America*.

Macaulay's Two *Speeches on Copyright*, and Lincoln's *Speech at Cooper Union*.

Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

#### GROUP IV—ESSAYS

Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*.

Macaulay: *Life of Johnson*.

Emerson: *Essay on Manners*.

#### EXAMINATION

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling or other essentials of good usage.

The examination will be divided into two parts:

##### 1. *Grammar and Composition*

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make her own selections. She will not be expected to write more than four hundred words per hour.

## *2. Literature*

The examination in literature will include:

*A.* General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined above under *A. READING*. The candidate will be required to submit a list of the books read in preparation for the examination, certified by the principal of the school in which she was prepared; but the books named in this list will not be made the basis of detailed questions.

*B.* A test on the books prescribed under *B. STUDY* above which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

## HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814). One unit.

MEDIEVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time. one unit.

ENGLISH HISTORY. one unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT. one unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

## LATIN (4)

### *I. Amount and Range of the Reading Required*

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, *Gallic War*, *I-IV*; Cicero, the orations against *Catiline*, for the *Manilian Law*, and for *Archias*; Vergil, *Aeneid*, *I-VI*.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Aeneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

## *II. Scope of the Examinations.*

(1) *Translation at Sight*.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading*.—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the *Manilian Law* and for *Archias*, and Vergil, *Aeneid I, II*, and either *IV* or *VI*, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition*.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

## *Suggestions Concerning Preparation*

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin she is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

### *Subjects for Examination*

*As an assignment of values, 1, 2, 4 and 5 are counted as one unit each, 3 as two units, and 6 as one-half unit; but 3 has no assigned value unless offered alone, 1, 2, and 6 have no assigned values unless offered with 4 or 5, and in no case is the total requirement to be counted as more than four units.*

1. Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2) including the prose works prescribed (see II, 2).
3. Second Year Latin.—This examination is offered primarily for candidates intending to enter colleges which require only two years of Latin or accept so much as a complete preparatory course. It will presuppose reading not less in amount than Cæsar (*Gallic War*, *I-IV*), selected by the schools from Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition.
4. Cicero (orations for the *Manilian Law* and for *Archias* and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
5. Vergil (*Aeneid*, *I*, *II*, and either *IV* or *VI*, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
6. Advanced Prose Composition.

## GREEK (2 or 3)

### GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

### COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

### SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's *Anabasis*.

### XENOPHON.

The first four books of the *Anabasis*.

### HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

## FRENCH (2 or 3)

### MINOR REQUIREMENT (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules

of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronomial adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des Montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédolière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le Petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Legouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mariet's *La Tâche du petit Pierre*, extracts from Michelet Sarcey's *Le Siège de Paris*, Verne's Stories.

### MAJOR REQUIREMENT (3)

**THE AIM OF THE INSTRUCTION.**—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

**THE WORK TO BE DONE.**—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's

poems, Daudet's *La Belle Nivernaise*, La Brète's *Mon Oncle et mon Cureé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's *L'Avare* and *Le Bourgeois gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Seiglière*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers' *L'expédition de Bonaparte en Egypte*, Vigny's *La canne de jonc*.

GERMAN (2 or 3)  
MINOR REQUIREMENT (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the minor course in German the pupil should be able to read at sight and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Germelshausen*; Heyse's *L' Arrabbiata*, *Das Mädchen von Treppi* and *Anfang und Ende*; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stökl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelmi's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

### MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Eschenbach's *Die Freiher-*

ren von Gemperlein; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*; Hauff's *Lichtenstein*; Heine's poems; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolphs Page*; Moser's *Der Bibliothekar*; Mosher's *Wilkommen in Deutschland*; Riehl's *Novellen*—for example, *Burg Neideck*, *Der Fluch der Schönheit*, *Der Stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*; *Der Geisterseher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

## SPANISH (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful, thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A selection of easy short stories and lyrics, carefully graded: Perez Escrich, *Fortuna*; Ramos Carrion and Vital Aza, *Zaragüeta*; Palacio Valdés, *José*; Pedro de Alarcon, *El Capitán Veneno*; the selected short stories of Pedro de Alarcon or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-

Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's *History of Spanish Literature*.

The requirement in Spanish, which follows the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, is based upon recommendations made by a committee of that Association in December, 1910.

## MATHEMATICS (2½)

### ALGEBRA.

#### i. ALGEBRA TO QUADRATICS.

One unit.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

#### ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the *n*th term and the sum of the terms of arithmetic and geometric progressions, with applications.

### PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for two and a half years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry.

Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

## PHYSICS\* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

**LABORATORY NOTE-BOOK.**—Every candidate must present at the time of, and as a part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

## CHEMISTRY† (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.

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\* The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

† The requirement in chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

**OUTLINE.**—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen*, *hydrogen*, *carbon*, *nitrogen*, *chlorine*, *bromine*, *iodine*, *fluorine*, *sulphur*, phosphorus, silicon, potassium, *sodium*, calcium, magnesium, *zinc*, copper, mercury, silver, aluminum, *lead*, tin, *iron*, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen-sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

**LABORATORY NOTE-BOOK.**—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.

3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil, as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

### BOTANY \* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

**OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.**—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferæ, Rosaceæ, Leguminosæ, Umbelliferae, Labiateæ, Composite, Solanaceæ, Salicaceæ, Cupuliferae, Liliacæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vaucheria*, *Spirogyra*, and a photophyte (*Sphaerella*).

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\* For a more detailed statement of the requirements in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

**PHYSIOLOGY.**—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

**ECOLOGY.**—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

## ZOOLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

## MUSIC

- (1) The examination in Music includes Musical Appreciation, Harmony, Counterpoint, Pianoforte, Voice and Violin. The requirement in Music is based on the report of a joint committee representing the Eastern Educational Music Conference and the New England Education League.
- (2) For a more detailed statement of the requirement the candidate is referred to the pamphlet published by the College Entrance Examination Board.

## EXPENSES

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The charge for tuition for one year to all students is . . . . .	\$150 00
From this there is no deduction in case of withdrawal.	
The charge for board and residence for one year varies from . . . . .	375 00
According to the size and situation of the room occupied by the student	<sup>to</sup> 500 00
Board in the Christmas vacation is charged extra per week . . . . .	7 00
Dinner and luncheon to non-resident students for one year . . . . .	100 00
For chemicals and breakage in the laboratories . . . . .	15 00
Drawing or Painting for special students in art for one year . . . . .	100 00
Drawing or Painting for students in the regular college course . . . .	50 00
Piano lessons and daily use of instrument for one year . . . . .	100 00
Organ lessons and daily use of instrument for one year . . . . .	100 00
Fee for the degree of Bachelor of Arts . . . . .	15 00
Fee for the degree of Master of Arts . . . . .	25 00
Certificate Fee . . . . .	5 00
Gymnasium Fee per semester . . . . .	10 00

*One-half of the annual fee for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.*

Payments must be made before a student can take her place in the class-room.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be kept to a student's credit during her residence and will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before August 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room is required to pay an extra fee of ten dollars.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

*The degree will not be granted to any student unless her College bills are paid before Commencement.*

## SCHOLARSHIPS

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A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence with single room at the College for the full course of four years; others relieve the student of one-half of this expense for the full College course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnae, Roxbury, founded in 1901 by the Notre Dame Alumnae; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies Auxiliary of the Ancient Order of Hibernians; open to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia; subject temporarily to nomination of Trinity College.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island and subject to its nomination.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarship, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents;

open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Helena, Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnæ, Sixth Street, Cincinnati, Ohio, founded in 1912, by the Notre Dame Alumnæ, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

*An endowment of twelve thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.*

*An endowment of six thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.*

*An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.*

## INSTRUCTION

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The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin and English, which are prescribed studies, with two elective from the following: Greek, German, French, English Literature, Mathematics, History, and History of Art.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the course in general, the prescribed studies of the group and free electives.

**EXAMINATIONS IN COURSE.**—Two examinations, the mid-year and the final, are held in the classes every year.

A limited number of absences from the lectures or other class exercises of any course debars a student from taking the examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95–100 per cent; B, 85–95 per cent; C, 75–85 per cent; and D, 65–75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

# REQUIREMENTS FOR DEGREES

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## BACHELOR OF ARTS (A. B.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English . . . . .	(3)	English . . . . .	(2)	English . . . . .	(2)	Philosophy . . . . .	(3)
Latin . . . . .	(4)	2 Majors . . . . .	(6)	2 Majors . . . . .	(6)	Church History . . . . .	(1)
Philosophy . . . . .	(2)	Science . . . . .	(4)	Philosophy . . . . .	(2)	American History . . . . .	(3)
Scripture . . . . .	(1)	Philosophy . . . . .	(2)	Church History . . . . .	(1)	Religion . . . . .	(1)
Religion . . . . .	(1)	Church History . . . . .	(1)	Religion . . . . .	(1)	Electives . . . . .	(7)
Electives . . . . .	(6)	Scripture . . . . .	(1)	Electives . . . . .	(4)		
		Religion . . . . .	(1)				
		Elective . . . . .	(1)				

## BACHELOR OF LETTERS\* (B. Litt.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English . . . . .	(3)	English . . . . .	(4)	English . . . . .	(4)	English . . . . .	(4)
Mod. Languages . . . . .	(6)	Mod. Languages . . . . .	(6)	Mod. Languages . . . . .	(3)	Mod. Languages . . . . .	(3)
Philosophy . . . . .	(2)	Philosophy . . . . .	(2)	Philosophy . . . . .	(2)	Church History . . . . .	(1)
Scripture . . . . .	(1)	Church History . . . . .	(1)	Church History . . . . .	(1)	Philosophy . . . . .	(3)
Religion . . . . .	(1)	Scripture . . . . .	(1)	Religion . . . . .	(1)	Religion . . . . .	(1)
Electives . . . . .	(4)	Religion . . . . .	(1)	American History . . . . .	(3)	Electives . . . . .	(3)
		Electives . . . . .	(3)	Electives . . . . .	(5)		

## BACHELOR OF SCIENCE (B. S.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English . . . . .	(3)	English . . . . .	(2)	English . . . . .	(1)	Majors . . . . .	(5)
French or German . . . . .	(3)	French or German . . . . .	(3)	Majors . . . . .	(6)	Philosophy . . . . .	(2)
Mathematics . . . . .	(3)	Majors . . . . .	(7 or 8)	Church History . . . . .	(1)	Church History . . . . .	(1)
Science . . . . .	(4)	Philosophy . . . . .	(1)	Religion . . . . .	(1)	Religion . . . . .	(1)
Scripture . . . . .	(1)	Church History . . . . .	(1)	Second Science . . . . .	(4)	Electives . . . . .	(6)
Religion . . . . .	(1)	Religion . . . . .	(1)	Electives . . . . .	(4)		
Electives . . . . .	(2)	Electives . . . . .	(2)				

\* Two years of college work in French and German are required.

## DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Letters (B. Litt.), or in Science (B. S.).

Every candidate for the A. B., the B. Litt., or the B. S. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

### DEGREES WITH DISTINCTION

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: **WITH DISTINCTION** (*cum laude*) ; **WITH HIGH DISTINCTION** (*magna cum laude*) ; **WITH HIGHEST DISTINCTION** (*Summa cum laude*) .

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) or Master of Science (M. S.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of their ability to carry on the work for the Master's degree.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

Detailed information in regard to graduate work may be obtained from the Secretary of the College.

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### GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects: *e. g.* the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow:

## **GREEK AND LATIN**

### SOPHOMORE YEAR

RELIGION.

**GREEK.**

SACRED SCRIPTURE.

**LATIN.**

CHURCH HISTORY.

SCIENCE.

PHILOSOPHY.

ELECTIVES:

German. French. Spanish.  
Mathematics. History.  
History of Art.

ENGLISH.

### JUNIOR YEAR

RELIGION.

**GREEK.**

PHILOSOPHY.

**LATIN.**

CHURCH HISTORY.

ELECTIVES:

German. French. Spanish.  
History. Mathematics.  
Science. Education.  
History of Art.

ENGLISH.

### SENIOR YEAR

RELIGION.

**GREEK.**

CHURCH HISTORY.

**LATIN.**

PHILOSOPHY.

ELECTIVES:

German. French.  
English. Spanish. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

HISTORY.

## LATIN AND GERMAN

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

SACRED SCRIPTURE.

**GERMAN.**

CHURCH HISTORY.

SCIENCE.

PHILOSOPHY.

ELECTIVES:

Greek. French. Spanish.  
Mathematics. History.  
History of Art.

ENGLISH.

### JUNIOR YEAR

RELIGION.

**LATIN.**

CHURCH HISTORY.

**GERMAN.**

PHILOSOPHY.

ELECTIVES:

Greek. French. Spanish.  
Science. History. Mathematics.  
Education.  
History of Art.

ENGLISH.

### SENIOR YEAR

RELIGION.

**LATIN.**

CHURCH HISTORY.

**GERMAN.**

PHILOSOPHY.

ELECTIVES:

Greek. French.  
Spanish. English. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

HISTORY.

## LATIN AND FRENCH

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

SACRED SCRIPTURE.

**FRENCH.**

CHURCH HISTORY.

SCIENCE.

PHILOSOPHY.

ELECTIVES:

Greek. German. Spanish.  
Mathematics. History.  
History of Art.

ENGLISH.

### JUNIOR YEAR

RELIGION.

**LATIN.**

PHILOSOPHY.

**FRENCH.**

CHURCH HISTORY.

ELECTIVES:

Greek. German. Spanish.  
History. Mathematics.  
Science. Education.  
History of Art.

ENGLISH.

### SENIOR YEAR

RELIGION.

**LATIN.**

CHURCH HISTORY.

**FRENCH.**

PHILOSOPHY.

ELECTIVES:

Greek. German.  
Spanish. English. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

HISTORY.

## LATIN AND ENGLISH

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

SACRED SCRIPTURE.

**ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philosophy.

CHURCH HISTORY.

ELECTIVES:

PHILOSOPHY.

Greek. German.  
French. Spanish.  
History. Mathematics.  
History of Art.

SCIENCE.

### JUNIOR YEAR

RELIGION.

**LATIN.**

PHILOSOPHY.

**ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

CHURCH HISTORY.

ELECTIVES:

Greek. German.  
French. Spanish.  
History. Mathematics. Science.  
Education.  
History of Art.

### SENIOR YEAR

RELIGION.

**LATIN.**

CHURCH HISTORY.

**ENGLISH.**

PHILOSOPHY.

ELECTIVES:

Greek. German.  
French. Spanish. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

HISTORY.

## **GERMAN AND FRENCH**

### **SOPHOMORE YEAR**

RELIGION.

**GERMAN.**

SACRED SCRIPTURE.

**FRENCH.**

CHURCH HISTORY.

SCIENCE.

PHILOSOPHY.

ELECTIVES:

Greek. Latin. Spanish.  
Mathematics. History.  
History of Art.

ENGLISH.

### **JUNIOR YEAR**

RELIGION.

**GERMAN.**

PHILOSOPHY.

**FRENCH.**

CHURCH HISTORY.

ELECTIVES:

Greek. Latin. Spanish.  
History. Mathematics.  
Science. Education.  
History of Art.

ENGLISH.

### **SENIOR YEAR**

RELIGION.

**GERMAN.**

CHURCH HISTORY.

**FRENCH.**

PHILOSOPHY.

ELECTIVES:

Greek. Latin.  
Spanish. English. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

HISTORY.

## **ENGLISH AND GERMAN**

### SOPHOMORE YEAR

RELIGION.

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

SACRED SCRIPTURE.

CHURCH HISTORY.

#### **GERMAN.**

PHILOSOPHY.

#### ELECTIVES:

Greek. Latin.  
French. Spanish.  
Mathematics. History.  
History of Art.

SCIENCE.

### JUNIOR YEAR

RELIGION.

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

PHILOSOPHY.

#### **GERMAN.**

#### ELECTIVES:

Greek. Latin.  
French. Spanish.  
Mathematics. History.  
Science.  
Education. History of Art.

CHURCH HISTORY.

### SENIOR YEAR

RELIGION.

#### **ENGLISH.**

CHURCH HISTORY.

#### **GERMAN.**

PHILOSOPHY.

#### ELECTIVES:

Greek. Latin.  
French. Spanish. Science.  
Mathematics. History.  
Philosophy. Education.  
History of Art.

HISTORY.

## **ENGLISH AND FRENCH**

### **SOPHOMORE YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.

Literature.

Philology.

**SACRED SCRIPTURE.**

**CHURCH HISTORY.**

#### **FRENCH.**

**PHILOSOPHY.**

#### **ELECTIVES:**

Greek. Latin.

German. Spanish. History.

Mathematics. History of Art.

**SCIENCE.**

### **JUNIOR YEAR**

**RELIGION**

#### **ENGLISH.**

Rhetoric and Composition.

Literature.

Philology.

**PHILOSOPHY.**

#### **FRENCH.**

#### **ELECTIVES:**

Greek. Latin.

German. Spanish.

Mathematics. History.

Science.

Education. History of Art.

**CHURCH HISTORY.**

### **SENIOR YEAR**

**RELIGION.**

#### **ENGLISH.**

**CHURCH HISTORY.**

#### **FRENCH.**

**PHILOSOPHY.**

#### **ELECTIVES:**

Greek. Latin.

German. Spanish. Science.

Mathematics. History.

Philosophy. Education.

History of Art.

**HISTORY.**

## HISTORY AND THE SOCIAL SCIENCES

### SOPHOMORE YEAR

RELIGION.

#### HISTORY.

Modern History.

SACRED SCRIPTURE.

#### SOCIAL SCIENCE.

Elements of Sociology.

CHURCH HISTORY.

#### ELECTIVES:

History of Art.

Elements of Sociology.

Greek. Latin. German.

French. Spanish. Mathematics.

ENGLISH.

#### SCIENCE.

### JUNIOR YEAR

RELIGION.

#### HISTORY.

American Political History.

#### SOCIAL SCIENCE.

PHILOSOPHY.

#### ELECTIVES:

Comparative Study of Modern  
Governments.

Irish History.

English History.

Elements of Economics.

History of Art.

Greek. Latin. German. French.

Spanish. Science.

Education.

ENGLISH.

### SENIOR YEAR

RELIGION.

#### HISTORY.

American Constitutional History.

#### SOCIAL SCIENCE.

Comparative Study of Modern  
Governments.

#### ELECTIVES:

History of XIX Century.

Contemporary History.

History of Art.

Greek. Latin. German.

Spanish. French. English.

Philosophy. Education.

CHURCH HISTORY.

## COURSES OF STUDY

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### RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths. *One hour weekly.*

1. APOLOGETICS.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
2. GOD AND MAN.—The Unity and Trinity of God. Creation. Original Sin. The Incarnation. The Redemption. The Mother of God.
3. SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
4. RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's *Handbook of Religion* and Schanz's *Christian Apology* are recommended for collateral reading.

## SACRED SCRIPTURE

1. General Introduction to the Old Testament; Number and Classification of the Books. The Hebrew Bible; Greek, Latin, and English Versions.

Special Introduction: Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books.  
Prescribed for Freshmen.

*One hour weekly.*

2. General Introduction to the New Testament: Notion, Contents, and Division of the New Testament. The Gospels. The Life of Christ as portrayed by the Gospels; His Miracles, prophecies, parables, and discourses. Acts of the Apostles. Epistles.

Prescribed for Sophomores.

*One hour weekly.*

## CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems, and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition, and services of Christian women as exemplified in the history of Catholicism.

**1. GENERAL INTRODUCTION TO THE SCIENCE OF CHURCH HISTORY.**—In this course preliminary instruction will be furnished on the nature of the history of the Church, the nature and use of authorities and evidences, and the most general literature of the science.

It is destined to arouse an intelligent interest in the mind of the student; to awaken and direct the curiosity, and to map out beforehand the very extensive field covered by this science.

**2 a. THE CHURCH IN THE GRÆCO-ROMAN WORLD (A. D. 29-312).**—The foundation of the Christian religion; the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the worship, discipline, and moral life of the first Christians; the Christian writings of the first three centuries.

**b.** The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of the Church; the public worship of the Church; the growth of Catholic Christian life; literature and art; the transition from imperial to barbarian society.

**3 a. THE CHURCH IN THE MIDDLE AGES (A. D. 476-800).**—The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms; education; morality; ecclesiastical government and sciences.

**b.** (A. D. 800-1303) The empire of Charlemagne and the temporal power of the Pope; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations; theological science; Christian art.

**3 c. (A. D. 1303-1517)** The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the

mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism; divine service; the clergy; popular morality.

- 4 a. (A. D. 1517–1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.
- b. (A. D. 1648–1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.
- c. (1789–1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Sophomores, Juniors, and Seniors. *One hour weekly.*

## PHILOSOPHY

### 1. LOGIC.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

*Two hours weekly.*

Prescribed for Freshmen.

## **2. BRIEFER COURSE IN LOGIC.**

This course is designed for students who enter college with advanced standing, but have not studied logic.

*One semester, two hours weekly.*

Prescribed for those who can not follow 1, and for students working for B. S. degree.

## **3. PSYCHOLOGY.**

The methods employed in the psychological research are explained and illustrated. An historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

*One semester, two hours weekly.*

Prescribed for Sophomores.

## **4. INTRODUCTION TO PHILOSOPHY.**

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

*One semester, two hours weekly.*

Prescribed for Sophomores.

## **5. GENETIC PSYCHOLOGY.**

Aim and methods; analysis of mental development; processes, factors, results; application to the training of the child in home and school; meaning of development for the ultimate explanation of mental life.

Open to Juniors.

*One semester, two hours weekly.*

## **6. ETHICS.**

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these

principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Prescribed for Seniors.

*Two hours weekly.*

#### 7. HISTORY OF PHILOSOPHY.\*

- a. ANCIENT PERIOD.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.
- b. MEDIEVAL PERIOD.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.
- c. MODERN PERIOD.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

*Two hours weekly.*

Prescribed for Juniors.

#### 8. CONTEMPORARY PHILOSOPHY.\*

Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism, Scholasticism.

Prescribed for Seniors.

*One semester, two hours weekly.*

#### 9. AESTHETICS.

Reality and its transcendental attributes; Definition of the Beautiful; Relation to the Good and the True; Objective Constituents of the Beautiful; The Aesthetic Feeling; Definition of Art; Its Relation to Life; Idealism and Realism; The Purpose of Art; Art and Religion; Fundamental Principles of Literary and Artistic Criti-

\* Given in alternate years.

cism; Historical Survey; Recent and Contemporary Theories.  
*One semester, two hours weekly.*  
Open to Seniors.

## EDUCATION

### 1. HISTORY, ANCIENT AND MEDIEVAL.

- a. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.
- b. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.
- c. Christian Education. Scholastic Era; Ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

*First semester, two hours weekly.*

Elective for Seniors.

### 2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

*Second semester, two hours weekly.*

Elective for Seniors.

### 3. THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

*First semester, two hours weekly.*

Elective for Juniors.

#### 4. THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Elective for Juniors.

*Second semester, two hours weekly.*

#### 5. THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

Elective for Seniors.

*First semester, three hours weekly.*

#### 6. GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Elective for Seniors.

*Second semester, two hours weekly.*

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Philosophy 3 (Psychology) and Philosophy 6 (Ethics) of the Department of Philosophy. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

## THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German and French serves a threefold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

### GREEK

1. Grammar. Exercises in writing Greek. Xenophon, *Anabasis*. General introduction to the study of Greek.  
*Five hours weekly.*  
Open to students who did not present Greek at entrance.
2. Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition.  
*Five hours weekly.*  
Open to students who have finished 1 or who presented minor Greek at entrance.
3. New Testament Greek. Selections from the Christian writers.  
*Three hours weekly.*  
Open to students who have finished 1, or who presented minor Greek at entrance.
4. Homer, *Odyssey*. Books I, II, VI and VII. Prose composition.  
Lectures—History of Greek literature to the Elegy. Homeric Antiquities.  
*One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major Greek at entrance.
5. Lysias, *Orations*, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.  
Lectures—The Attic Orators. The Heliastic Courts.  
*One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major Greek at entrance.

6. Plato, *Apology* and *Crito*. Prose composition.  
Lectures—The Philosophy of Plato.
- One semester, three hours weekly.*
- Open to students who have finished 2, or who presented major Greek at entrance.
7. Euripides, *Medea*, *Alcestis*, and *Hecuba*. Prose composition.  
Lectures—The Rise and Development of Tragedy.
- Three hours weekly.*
- Prescribed for Sophomores in the Greek groups.
8. Sophocles, *Antigone*, *OEdipus Tyrannus*, or *Electra*. Advanced prose composition.  
Lectures—The Greek Dramatists.
- One semester, three hours weekly.*
- Open to Juniors in the Greek groups.
9. Lyric and Bucolic Poetry. Advanced prose composition.  
Lectures—The Elegy. The Dorian, Æolian, and Alexandrine Schools.
- One semester, three hours weekly.*
- Open to Juniors in the Greek groups.
10. Aristophanes, *Selections*. Advanced prose composition.  
Lectures—The Attic Comedy.
- One semester, three hours weekly.*
- Open to Juniors in the Greek groups.
11. Plato, *Republic*.
- Two hours weekly.*
- Open to Juniors in the Greek groups.
12. Aristotle, *Poetics*.
- One semester, three hours weekly.*
- Open to Seniors who have finished the requirements of the Greek groups.
13. Thucydides, *Book VII*.
- One semester, two hours weekly.*
- Open to Seniors who have finished the requirements of the Greek groups.
14. Æschylus, *Agamemnon* and *Seven Against Thebes*.
- One semester, three hours weekly.*
- Open to Seniors who have finished the requirements of the Greek groups.

15. Pindar, *Selected Odes*. *One semester, two hours weekly.*  
Open to Seniors who have finished the requirements of the Greek groups.
16. Lucian, *The Dream, Dialogues of the Dead, The Sale of the Philosophers*. *One semester, two hours weekly.*  
Open to Juniors or Seniors.
17. Homer, *Iliad, Books XVIII-XXIV*.  
Open to Juniors or Seniors. *One semester, two hours weekly.*
18. General review of Greek literature. Greek Syntax.  
*One hour weekly.*  
Open to Seniors who have finished the requirements of the Greek groups.
19. Greek History from original sources. *One hour weekly.*  
Open to all students in Greek except Freshmen.
20. Greek Myths. *One hour weekly.*  
Open to all students except Freshmen.
21. In 1916-1917 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.  
This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required.  
*Five hours weekly.*  
For Graduates.

## LATIN

1. Livy, *Book I.* Horace, *Odes* and *Epodes*. Prose composition.  
Prescribed for Freshmen. *Four hours weekly.*
2. Cicero, *Letters.* Tacitus, *Agricola.* Horace, *Satires* and *Epistles.* Ovid, *Selections.* Prose composition.  
Prescribed for Sophomores in the Latin groups. *Three hours weekly.*
3. History of Latin Literature. Reading of representative selections. *Two hours weekly.*  
Prescribed for Juniors in the Latin groups.
4. Roman Life. Selected readings from Pliny, *Letters.* Juvenal, *Satires.* Martial, *Epigrams.* *One hour weekly.*  
Prescribed for Juniors in the Latin groups.
5. General Review of Latin Syntax. Practice in writing Latin.  
Prescribed for Juniors in the Latin groups. *One hour weekly.*
- 6.\* Roman Comedy. Plautus and Terence, *Selected Plays.*  
Elective for Seniors in the Latin groups. *Two hours weekly.*
- 7.\* Roman History from Sources. Readings from Livy, Sallust, Tacitus, Suetonius. *Two hours weekly.*  
Elective for Seniors in the Latin groups.
- 8.\* Roman Philosophy. Cicero, *Tusculan Disputations.* Lucretius, *Books I and V.* *Two hours weekly.*  
Elective for Seniors.

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\* Not more than two of these courses will be given in any one year.

- 9.\* Roman Poetry. Vergil, *Books VII-XII*. Selected readings from the elegiac poets. *Two hours weekly.*  
Elective for Seniors.
- 10.\* Roman Rhetoric. Cicero, *De Oratore*. *Institutione Oratoria*, Book X. Quintilian, *De Oratore*. *Two hours weekly.*  
Elective for Seniors.
11. Advanced Prose Composition. *One hour weekly.*  
Elective for Seniors.
12. Introduction to Paleography. *One hour weekly.*  
Elective for Seniors.
13. Methods of Teaching Latin. *One hour weekly.*  
Elective for Seniors.
- 14, 15, 16, 17. Sight Reading. *One hour weekly.*  
Elective for Freshmen, Sophomores, Juniors and Seniors, respectively.

#### GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

- 18.\* Historical Grammar. History of the sounds and inflections of the Latin language. *Two hours weekly.*
- 19.\* Roman Antiquities. Public and private life of the Romans. Topography of ancient Rome. *One hour weekly.*
20. Latin Inscriptions. *Two hours weekly.*
21. Special Study of the stylistic peculiarities of a selected author as major work for the M. A. degree. *Five hours weekly.*

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\* Not more than two of these courses will be given in any one year.

## GERMAN

1. Grammar. Readings and selected lyrics with practice in writing and speaking German. *Five hours weekly.*  
Open to students who did not present German at entrance.
2. Grammar. Prose composition. Reading. Conversation.  
*First semester, five hours weekly.*  
Open to students who presented minor requirements in German.
3. Grammar. Prose composition. Modern and classical prose and verse. *Second semester, five hours weekly.*  
Open to students who completed 2 or equivalent.
4. Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading.  
*Three hours weekly.*  
Open to students who presented major requirements in German.
5. Grammar. Prose composition. This course is designed to meet individual needs of students. *One hour weekly.*  
Open to Freshmen and Sophomores.
6. The Classical Drama.  
Dramas of Lessing, Goethe, and Schiller are read and interpreted in class with the study of their dramatic construction according to the principles laid down in Freytag's *Technik des Dramas*. *Two hours weekly.*  
Open to students who completed 3 or 4.
7. Kleist and Grillparzer.  
A study of their life and works. *Two hours weekly.*  
Open to students who completed 3 or 4.
8. Scientific German.  
Readings in current scientific literature.  
Primarily for students in the scientific groups. *Three hours weekly.*
9. General Survey of German Literature. *Two hours weekly.*  
Open to students who completed 6 or 7.

**10. German Conversation.**

Discussion of current events and assigned topics.

Open to all students in German.

*One hour weekly.*

**11. Nineteenth Century Drama.**

Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others.

*Two hours weekly.*

Open to Seniors.

**12. Nineteenth Century Novel.**

Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Stifter, Hauff, Freytag, Herbert, Keller, and others.

*Two hours weekly.*

Open to Seniors.

**13. Grammar Review.**

A detailed discussion of theoretical grammar from the standpoint of the high school teacher.

*One hour weekly.*

Prescribed for Seniors making German a major.

**FOR UNDERGRADUATES AND GRADUATES**

**14. Modern German Poetry.**

Weber's *Dreizehnlinden*, Scheffel's *Trompeter von Säkkingen* and other epic poems.

*Two hours weekly.*

**15. German Lyric Poetry since the time of Goethe.**

Special attention will be given to the study of rhythm and metre.

*Two hours weekly.*

16. Romantic Writers.

The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland. *Two hours weekly.*

17. Middle High German.

Grammar and reading of Middle High German texts. *Two hours weekly.*

18. Germanic Mythology and Antiquities. *Two hours weekly.*

19. History of German Culture from the close of the Thirty Years' War to the close of the nineteenth century.

Lectures and assigned readings. *Two hours weekly.*

20. Middle High German (second-year course).

Critical study of the court epics and the Minnesingers. *Two hours weekly.*

21. Old High German.

Braune, *Althochdeutsches Lesebuch*. *Two hours weekly.*

22. History of the German Language.

Lectures and readings with special reference to Modern High German. *One hour weekly.*

23. Seminar in German Literature.

The aim is to train graduate students in the scientific methods of the historical and critical study of literature.

*Two hours weekly.*

24. German Literary Criticism.

The lectures trace the development of literary and æsthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered.

*One hour weekly.*

## FRENCH

1. Aldrich and Foster, *Elementary French*. Special study of irregular verbs. Reading of modern prose.  
This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.  
Open to students who did not present French. *Three hours weekly.*
2. Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.  
*Three hours weekly.*  
Open to students who presented minor requirements in French.
5. Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.  
*Three hours weekly.*  
Open to students who presented major requirements in French.
6. Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading.  
*Three hours weekly.*  
Open to students who have completed 5.
7. Original prose: description and narration. *One hour weekly.*  
Open to students who have completed 6.
8. Elementary French conversation and composition. Talks on assigned readings. *One hour weekly.*  
Open to students with permission of the Professor.

9. Advanced French conversation and composition. Discussion on current topics. *One hour weekly.*  
Open to students with permission of the Professor.
10. French social life and manners. Advanced conversation and composition. *One hour weekly.*  
Prescribed for students making French a major.
11. History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period. *Two hours weekly.*  
Prescribed for students who have completed 6.
12. Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries. *One hour weekly.*  
Open to students who have completed 6 and 11.
13. The French Novel. Lectures and collateral reading. *One hour weekly.*  
Open to students who have completed 6.
14. Special study of the writers of the nineteenth century. Lectures and collateral reading. *Two hours weekly.*  
Open to students who have completed 6 and 11.
15. French Epic Poetry with special study of Victor Hugo and Lamartine. *One hour weekly.*  
Open to students who have completed 11.
16. Lyric Poetry with introduction to French versification. *Second semester, one hour weekly.*  
Open to students who have completed 11 and 15.

17. A rapid review of French literature dealing only with writers of first importance. *One hour weekly.*  
Open to all students with permission of the Professor.
18. Special course in pronunciation and elocution. *One hour weekly.*  
Open to all students with permission of the Professor.
19. Philology. Phonology. Morphology. Old French.  
*Second semester, one hour weekly.*  
Open to Seniors who have completed 11 and 14.
20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching. *One hour weekly.*  
Prescribed for students making French a major.
21. A short course. Reading, prose composition, and conversation. *Two hours weekly.*  
Open to Juniors and Seniors.
22. Scientific French. Readings in scientific literature. *One hour weekly.*

#### GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

23. The French Novel from J. J. Rousseau to René Bazin.  
Works of J. J. Rousseau, Bernardin de St. Pierre, Chateaubriand and the English Influence, Madame de Staël and the German Influence, Victor Hugo, Honoré de Balzac, George Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet. *Two hours weekly.*
24. Literary criticism in France since the seventeenth century.  
Special study of the Querelle des Anciens et des Modernes, Sainte Beuve, Victor Cousin, Taine, Brunetière, and Faguet. *Two hours weekly.*
25. Literature of the French Salons; with a special study of the literary women of the seventeenth century. *Two hours weekly.*
26. Parallel between Corneille and Racine, with a careful study of three tragedies of each. *Three hours weekly.*
27. Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force, and ease, the results of thinking connectedly in French. *Three hours weekly.*
28. The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée. *Three hours weekly.*

## SPANISH

1. Elementary Spanish. Grammar. Reading of easy Spanish texts. Conversation. *Three hours weekly.*  
Open to students who have taken 1.
2. Grammar and exercise in composition. Reading of modern prose. Conversation. *Three hours weekly.*  
Open to students who have taken 1.
3. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
5. Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
6. The History of Spain. Lectures, readings and recitations. *Two hours weekly.*  
Open to students who have taken 1 and 2.

## ENGLISH

1. Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature. *Three hours weekly.*  
Prescribed for Freshmen.

2. Argumentation. This course aims to apply the principles of logic to English composition. Several short arguments oral and written give practice in the methods of deductive and inductive proof, and the refutation of typical fallacies. Argumentative essays and magazine articles are analyzed. At least one long brief and the corresponding forensic are required. Towards the end of the course the oral composition takes the form of class debates.

*Two hours weekly.*

Prescribed for Sophomores.

3. Briefer course in argumentation. This course is designed for students who enter college with advanced standing and who are unable to follow English 2.

*Two hours for one semester.*

4. Versification. English poetry studied from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of verse.

*One hour weekly.*

Prescribed for students making English a major.

5. Advanced composition.

*Two hours weekly.*

Open to Seniors.

6. Prose composition. This course is designed to meet the individual needs of students.

*One hour weekly.*

8. Chaucer, Spenser, etc. A study of the chief portions of Chaucer's work with attention to the sources of the tales, their language and grammar. A brief survey of the authors between Chaucer and Spenser, with an introduction to the poetry of the latter.

*First semester, two hours weekly.*

Open to Sophomores.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

*First semester, one hour weekly.*

Open to Sophomores.

10. Shakespeare. Life and works. A Catholic view. The plays of Shakespeare and the Shakespeare of the plays. His ideal of womanhood. His humor. His solution of the problem of tragedy. His dramatic art.

*Second semester, two hours weekly.*

Open to Sophomores.

11. Milton. His life, purpose, and achievement. Seventeenth century ideas in his poetry. Study of *Paradise Lost* and other poems.

*Second semester, one hour weekly.*

Open to Sophomores.

12. English Letter-writers. A study of the great letter-writers of the eighteenth and nineteenth centuries.

*Second semester, one hour weekly.*

Open to Sophomores.

13. The Classical Age. While chief attention in this course is given to Dryden and Pope, other authors of the period, especially Addison and Steele, are included. The life, work, and influence of these authors are studied, as well as the historical background.

*First semester, two hours weekly.*

Open to Juniors.

15. English Poetry from the publication of the Lyrical Ballads to the present day. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Robert Browning and Elizabeth Barrett Browning. The Celtic Revival. Francis Thompson. The poets of to-day.

*Two hours weekly.*

Prescribed for Juniors.

16. Seminar in Recent Literature.

*One hour weekly.*

Open to Juniors.

18. Tennyson. Lectures on his life and art, with special attention to his development as a literary artist. The principal poems are read, and all the minor ones that illustrate this development.

*Second semester, two hours weekly.*

Open to Juniors.

19. Prose Fiction. Jane Austen, Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least two novels by each of the authors named above.

*Two hours weekly.*

Open to Seniors.

20. English Prose, exclusive of fiction, from the founding of the *Edinburgh Review* to the present day. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Stevenson, Cardinal Newman.

*Two hours weekly.*

Open to Seniors.

21. History of American Literature. The Colonial, Revolutionary, and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists.

*Two hours weekly.*

Open to Freshmen.

23. Literary Criticism. The nature and function of criticism. The history of literary criticism in England. Examination of the methods and materials used by such critics as Matthew Arnold, Pater, and Stedman, and by the reviewers of the present day. Practical work in critical exposition.

*Two hours weekly.*

Primarily for graduates, but open with permission to under-graduates who have completed the major requirement in English.

24. Historical English. A survey of the history of the English language. Introduction to old English grammar.  
*First semester, two hours weekly.*  
Open to Sophomores.
25. Old English prose and verse. Bright, *Anglo-Saxon Reader.*  
*Second semester, two hours weekly.*  
Open to Sophomores who have completed 24.
26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied.  
*Two hours weekly.*  
Primarily for graduates, but open to undergraduates who have completed 25.

The English Department reserves the right to withdraw any elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English, Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

## HISTORY AND THE SOCIAL SCIENCES

The object of the course in History is three-fold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations, private readings and seminars.

1. MEDIEVAL HISTORY TO 1517.—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized,

several introductory lectures are devoted to the study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course:—the Teutonic nations; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System; the extension of Mohammedanism; the scope and results of the Crusades; the Hundred Years' War; the revival of classical learning; the geographical discoveries.

*Two hours weekly.*

Open to Freshmen.\*

2. EUROPEAN HISTORY 1517-1815.—This course traces the history of Europe to the close of Napoleon's meteoric career. Attention is devoted to the following topics:—the political changes caused by the Reformation; England in the era of religious revolution; the Thirty Years' War; the Age of Louis XIV; the rise of Prussia; the Seven Years' War; the expansion of England; the causes, principles, and chief events of the French Revolution; the rise of Napoleon; the establishment of the Empire; the Napoleonic era in its French and European aspects.

*Two hours weekly.*

Open to Sophomores.

3. HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century. It includes the following topics:—the Congress of Vienna; the epoch of reform in England; Ireland and Home Rule; the political changes in France; the rise and development of contemporary Germany; the creation of united Italy and the loss of the temporal power of the Popes; the rise of Japan; the relations between Russia, Turkey and the Balkan States.

*Two hours weekly.*

Open to Seniors.

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\* History 1 is prerequisite to later elections, if such elections are to be recognized as major work in history and economics.

4. CONTEMPORARY HISTORY.—This course deals with current history and is designed to give the student a knowledge of present day events. *One hour weekly.*  
Open to Juniors and Seniors.

5. \*AMERICAN POLITICAL HISTORY TO 1861.—This course is designed to give the student a general knowledge of American Political History from the period of discoveries to the beginning of the Civil War. The following are among the subjects considered:—Spain, France, and England in North America; intercolonial wars; the causes and events of the American Revolution; the United States under the Articles of Confederation; the Constitution; the causes and results of the war of 1812; the Jacksonian epoch; the war with Mexico.

*Two hours weekly.*

Open to Juniors.

6. \*AMERICAN POLITICAL HISTORY FROM 1861 TO THE PRESENT DAY.—Among the subjects considered in this course are the following:—the controversy over slavery; the question of secession; the Civil War and the period of reconstruction; the commercial and industrial growth of the United States; the Spanish-American War; the United States in the Pacific.

*Two hours weekly.*

Open to Juniors.

7. AMERICAN CONSTITUTIONAL HISTORY.—The object of this course is to acquaint the student, in a more special manner, with the rights and duties of American citizenship. Among the subjects considered the following may be mentioned:—the Articles of Confederation; the formation of the Constitution; some recent State constitutions; Local government—county and town; the initiative, referendum and recall; the question of women's rights.

*Two hours weekly.*

Prescribed for Seniors.

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\* Given in alternate years.

8. **IRISH HISTORY.**—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the history of the Irish people in modern times.

*One semester, two hours weekly.*

Open to Juniors and Seniors.

9. **ENGLISH POLITICAL HISTORY.**—This course covers the mediæval and modern periods of English History. The study of industrial and social conditions receives special attention.

*One semester, two hours weekly.*

Open to Juniors and Seniors.

10. **COMPARATIVE STUDY OF MODERN GOVERNMENTS.**—This course embraces an analysis of the problems of self-government and a comparative study of the existing systems of government in the principal modern states.

*One hour weekly.*

Open to Juniors and Seniors.

## ECONOMICS AND SOCIOLOGY

1. \***ELEMENTARY ECONOMICS.**—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution, and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

*One year, two hours weekly.*

Open to Sophomores, Juniors, Seniors.

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\* Economics 1 and History 1 are prerequisites for major work in Economics.

- 2. INDUSTRIAL HISTORY OF ENGLAND.**—A study of industrial forms, with particular attention to villenage, home manufactures, and the factory system.

*First semester, two hours weekly.*

Open to students who have taken Economics 1.

- 3. INDUSTRIAL HISTORY OF THE UNITED STATES.**—Study of the industrial and commercial relations during the colonial and revolutionary periods; history of protective tariff; and growth of manufactures; history of transportation; economic basis of slavery; the rise of the labor movement.

*Second semester, two hours weekly.*

- 4. THE LABOR MOVEMENT.**—Aims and method of labor unions; labor legislation with particular reference to work of women and children, workmen's compensation and minimum wage laws.

*First semester, two hours weekly.*

Open to students who have taken Economics 1.

- 5. ECONOMIC ASPECTS OF SOCIALISM.**—

*Second semester, two hours weekly.*

- 6. ELEMENTARY SOCIOLOGY.**—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social processes.

*One year, two hours weekly.*

- 7. CAUSES AND RELATIONS OF POVERTY.**—Analysis of characteristic processes and traits found among the poorer classes; aims and methods in organized charity; relations of social, political and industrial reform to the prevention of poverty; the social theory and practice of Catholic charity.

*One year, two hours weekly.*

## MATHEMATICS

1. SOLID GEOMETRY.—Demonstrations of propositions; applications of principles to numerical examples.

*One semester, three hours weekly.*

2. TRIGONOMETRY.—Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss's Formulæ, applications.

*One semester, three hours weekly.*

3. TRIGONOMETRY, ANALYTIC GEOMETRY.—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences. *One year, three hours weekly.*

Recommended for students who wish to take Physics; also for the Science Degree.

4. ADVANCED ALGEBRA.

*One semester, three hours weekly.*

5. ANALYTIC GEOMETRY.—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola. *One semester, three hours weekly.*

Open to students who have taken 2.

6. CALCULUS, DIFFERENTIAL AND INTEGRAL.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration. *One year, three hours weekly.*

Open to students who have taken 2, 4, and 5, or 3.

7. THEORY OF EQUATIONS AND DETERMINANTS.—Continuation of 4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants. *One semester, three hours weekly.*

Open to students who have taken 2, 4, and 5, or 3.

8. CALCULUS (SECOND COURSE).—More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications. *One semester, three hours weekly.*  
Open to students who have taken 6.
9. ANALYTIC GEOMETRY (SECOND COURSE).—A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions. *One year, two hours weekly.*  
Open to students who have taken 4 and 5, or 3.
10. HISTORY OF MATHEMATICS. *One year, one hour weekly.*  
Open to students who have taken 6.
11. TEACHER'S COURSE.—A critical review of Algebra and Geometry with a view to modern methods of teaching. *Two semesters, two hours weekly.*  
Open to Seniors who have taken 1, 2, 4, 5, and 6, or 3 and 6.
12. ANALYTIC MECHANICS.—Special attention is paid to the mathematical theory of Mechanics.  
Open to graduates and to undergraduates who have completed the Major Requirements in Mathematics.
13. DIFFERENTIAL EQUATIONS.—General linear equations with constant coefficients; special forms of differential equations of higher order; integration in series. *One semester, three hours weekly.*  
Primarily for graduates, but open with permission to undergraduates who have completed 8.
14. VECTOR ANALYSIS. *Three hours weekly.*  
Open to graduates.
15. PROJECTIVE GEOMETRY. *Three hours weekly.*  
Open to graduates.

## PHYSICS

1. GENERAL PHYSICS.—Lectures, readings, recitations, and laboratory exercises in the fundamental principles of the science.

Properties of Matter; Heat; Light.

*First semester, five hours weekly.*

Sound; Electricity; Magnetism.

*Second semester, five hours weekly.*

Open to Sophomores.

This course deals almost entirely with the development of physical fact and is mainly experimental and descriptive in its nature. No knowledge of physics is presupposed.

2. ADVANCED PHYSICS.—Mechanics; Light.

*First semester, five hours weekly.*

Theory of Heat; Electricity; Magnetism.

*Second semester, five hours weekly.*

Open to students who have completed 1.

3. WAVE MOTION AND SOUND.

*Three hours weekly.*

Open to students who have completed 1.

4. ETHER WAVES.—Phenomena and laws of interference and diffraction; theory of color; polarization.

*Three hours weekly.*

Open to students who have completed 2.

5. GENERAL DESCRIPTIVE PHYSICS.

*Three hours weekly.*

This is a special course arranged for students who desire to learn the general principles and methods of physics by a study of its several branches. It is adapted for students who have had no previous study of physics.

6. ELECTRICITY.

*Three hours weekly.*

Open to students who have taken 1 or 2.

## CHEMISTRY

1. INORGANIC CHEMISTRY.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice.  
*Five hours weekly.*  
Open to Sophomores.
2. QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations.  
*First semester, five hours weekly.*  
Open to students who have completed 1.
3. QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis.  
*Second semester, five hours weekly.*  
Open to students who have completed 2.
4. ORGANIC CHEMISTRY.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.  
Open to students who have completed 1.  
*Five hours weekly.*
5. ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
6. ADVANCED LABORATORY COURSE.—Special work in Organic Preparations, or Advanced Analytical Chemistry.  
*One semester, three hours weekly.*  
Open to students who have completed 1, 2, 3 and 4.
7. HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.  
*One semester, two hours weekly.*  
Open to students who have completed 1.

8. FOOD CHEMISTRY.—A study of the chemistry of proteins; fats and carbohydrates with special emphasis upon the composition of such foods as flour, milk, butter, meat, etc. The adulteration, sterilization and preservation of foods.

*One hour weekly.*

9. THE TEACHING OF CHEMISTRY.—Lectures, recitations, and practice work.

## BIOLOGY

### 1. GENERAL BIOLOGY.

This course is designed to acquaint the student with the fundamental principles of animal and plant life as a preparation for the further study of botany and zoölogy. It also furnishes an opportunity for gaining a practical knowledge of general biology.

By the study of amoeba and other protozoa, saccharomyces, protoccus and non-pathogenic bacteria, the student becomes familiarized with the unicellular organism; by the study of hydra, obelia, and spirogyra, with the multicellular.

The earthworm, crayfish, perch, frog, and rabbit are chosen as typical forms of animal life. The liverwort, moss, fern, pine, and sun-flower are studied to introduce the student to botany.

The course is conducted by means of lectures, laboratory work and field excursions. Special attention is paid to the drawing of objects studied in the laboratory. Individual use of the microscope. Dissection of animal forms as well as the differentiation and generalization of their various structures and functions.

It is desirable that those who enter this course have an elementary knowledge of physics and chemistry.

Open to Sophomores.

*Five hours weekly.*

## **2. BRIEFER COURSE IN BIOLOGY.**

A course arranged for students who have not taken biology in the Sophomore year and yet wish to gain a general knowledge of animal and plant life. *Three hours weekly.*  
Open to Juniors and Seniors.

## **3. GENERAL BOTANY.**

In this course the foundation principles of plant biology are considered, including a study of plant life in general with reference to the morphology, function and development of plants, their relations to light, soil, moisture, and other biotic conditions that make up their environment.

During the second semester the time is devoted to systematic botany with a study of typical plants representing the more general group of angiosperms.

The work in this course is supplemented by visits to the Department of Agriculture, the Botanical Gardens, and by field excursions with the special aim of making the student familiar with the flora of the locality.

*Five hours weekly.*

Open to Sophomores.

## **4. ANIMAL HISTOLOGY AND TECHNIQUE.**

This course consists of lectures with a study in the laboratory of the microscopic structure of the various tissues and organs. Its aim is to train the student by individual practice in the killing, fixing and sectioning of specimens, the preparation of media, as well as the staining and mounting of slides and other methods of microscopic technique.

This course presupposes ability to manipulate the microscope and some knowledge of general biology.

*Three hours weekly.*

Open to students who have completed 1.

## **5. COMPARATIVE ANATOMY OF VERTEBRATES.**

This course is intended mainly for students who intend to prepare themselves for the work of teaching biology or who for any other reason desire a deeper insight into the forms of animal life than can be obtained in the course in general biology.

In this course typical organisms will be studied in their relations to one another. The skull, shoulder and pelvic girdles will be followed from the fishes to the mammals. In like manner the nervous, circulatory and muscular systems will be studied as variations of a fundamental structure that is to be found throughout the various classes of vertebrates.

Comparative Anatomy alone can give the student that insight into the structure of organisms which reduces the burden of memory to a minimum and impresses facts by a rational group of relations. *Three hours weekly.*

Open to students who have completed 1 or 2. Given 1916-1917.

6. COMPARATIVE MORPHOLOGY AND TAXONOMY OF THE FUNGI.  
Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development. General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work. *Three hours weekly.*

Open to students who have taken 3.

7. MORPHOLOGY AND TAXONOMY OF THE PTERIDOPHYTA,  
BRYOPHYTA AND ALGÆ.

Study of typical genera. Laboratory and field work. Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work.

*Three hours weekly.*

Open to students who have taken 3.

8. DENDROLOGY. BIOLOGICAL AND TAXONOMICAL study of the trees and shrubs of the vicinity. Field observations and laboratory investigations upon the structure and development of woody structures. *Three hours weekly.*

Open to students who have taken 3.

9. PLANT PHYSIOLOGY.

Advanced work on the phenomena of respiration, photosynthesis, metabolism, nutrition, growth movement, irritability of plants, their reaction to changed surroundings, transformations, and modes of reproduction.

*Three hours weekly.*

Open to Seniors.

## **10. EMBRYOLOGY.**

A laboratory course in the development of the chick with lectures on the typical forms of ova, the formation of germ layers and developments of the organs of the body.  
Open to Seniors. *Three hours weekly.*

## **11. PHILOSOPHY OF NATURE.**

In this course the data of science will be presented as the foundation of generalizations of theoretical interest. The theory of the cell will be studied in its relation to modern concepts of Mendalism and Eugenics. The problems of life, heredity and evolution, the relation of body and mind, of God and the world will be considered. General Biology is advised as a pre-requisite but not required.

Open to all students in science.

*One hour weekly.*

## **12. GENERAL PHYSIOLOGY AND HYGIENE.**

An elementary course in physiology and hygiene intending to give an outline of the general principles of the normal functions of the body combined with a study of personal and domestic hygiene and sanitary science.

Open to all students.

*One hour weekly.*

## **13. MICROSCOPIC DRAWING.**

A practical course in drawing designed to acquaint the student with the principles of delineation and color as an aid to an intelligent interpretation of objects viewed under the microscope and to accuracy of detail in representing them in pen and ink, pastel and water colors.

This course is advised to students taking 4 and 8.

## **HISTORY OF ART**

1. Historic development of the Arts. Decorative and expressive Art. Fundamental principles underlying art expression; their practical application illustrated in decoration. *One semester, one hour weekly.*

Open to Juniors and Seniors.

2. Historic Ornament. Origin and development of style in Architecture. Place of Architecture in modern culture.  
Open to Seniors. *One semester, one hour weekly.*
3. The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome. *One hour throughout the year.*  
Open to all students.
4. Early Christian Art. Christian Symbolism. Early Florentine Painters. The Dawn of the Renaissance.  
Open to first-year students. *First semester, one hour weekly.*
5. History of Painting. Special study of the High Renaissance. Leonardo da Vinci, Michelangelo, Raphael, and Titian. Italian Sculpture. *Second semester, one hour weekly.*  
Open to first-year students.
6. Venetian and Spanish Painting. French, Flemish, Dutch and German Schools. Pre-Raphaelitism.  
*First semester, one hour weekly.*  
Open to students who have taken 4 and 5.
7. The development of Art in America. Special study of the works of the earlier Painters to those of the present day.  
*Second semester, one hour weekly.*  
Open to students who have completed 4 and 5.

The courses extending through four semesters present an opportunity for a student to cover a considerable part of the field of the History of Art.

While it is not absolutely essential that a student should have taken 1 and 2 in order to be admitted to 3, 4, 5 and 6, it is desirable that a sequence should be observed, and that the historical evolution of the great art epochs should be approached in such a manner as to contribute the largest educational values.

The Courses in the History of Art are given in the O'Connor Art Gallery, and in the Holahan Social Hall of Trinity College, where a large and valuable collection of paintings, engravings and sculpture affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

## ELOCUTION

### 1. Enunciation and Training of the Voice.

This course aims to develop the proper use of voice, clear enunciation, and correct pronunciation in daily speech as well as in public address.

### 2. Training of the body and voice.

This course is a continuation of Elocution 1 with more advanced work.

### 3. General Principles of Vocal Expression.

### 4. Dramatic Reading.

This course deals with the analysis of characters. Scenes selected for memorizing and acting.

Two plays studied.

Open to all Students.

## PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

## STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The Literary Society,  
The Dramatic Society,  
The Glee Club,  
The Mandolin Club,  
The Current Events Club,  
The Classical Club,  
Le Cercle Français,  
The Chemical Society,  
The Christ Child Society, and  
The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

## COLLEGE DISCIPLINE

The College insists on regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in College, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the

College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz., daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

## TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the Secretary informed of their addresses.

## NEEDS OF THE COLLEGE

Steady improvements have been made in the building and equipment of the College since its foundation, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample

assurance that mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

A Science Building.

A Gymnasium Building.

ASSOCIATION  
OF THE  
FOUNDERS OF TRINITY COLLEGE

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Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living or dead, every Saturday.

# DEGREES CONFERRED BY TRINITY COLLEGE

## BACHELOR OF ARTS

1904

Coleman, Anna Aloysius, Pelham Manor, New York.	Greek and Latin Group.
Dooly, Margaret Louise, Salt Lake City, Utah.	Greek and German Group.
Gavin, Blanche Manning, Quincy, Massachusetts.	Greek and Latin Group.
Gray, Marian Alice, St. Louis, Missouri.	Greek and Latin Group.
Griffin, Eleanor Patricia, New York City.	Latin and French Group.
Lamb, Elizabeth Gertrude, Worcester, Massachusetts.	English and French Group.
Linahan, Agatha Anna, New Haven, Connecticut.	English and French Group.
McDevitt, Margaret Mary, Lancaster, Pennsylvania.	English and French Group.
McEnelly, Katharine Mary, Hopkinton, Massachusetts.	Greek and Latin Group.
*McGorrisk, Mary Ellen, Des Moines, Iowa.	German and French Group.
McMahon, Florence Elizabeth, Worcester, Massachusetts.	Latin and French Group.
O'Mahoney, Helen Loretto, Lawrence, Massachusetts.	English and German Group.
Parsons, Elsie Marie, Philadelphia, Pennsylvania.	Greek and Latin Group.
Rottermann, Marie Frances, Dayton, Ohio.	Latin and German Group.
*Rudge, Florence Marie, Youngstown, Ohio.	Latin and English Group.

## BACHELOR OF LETTERS

1904

Mary Eléonor Sheridan, Dubuque, Iowa.

## MASTER OF ARTS

1905

McEnelly, Katharine Mary, A. B., Trinity College, Hopkinton, Massachusetts.	Greek and German.
Rudge, Florence Marie, A. B., Trinity College, Youngstown, Ohio.	Latin and English.

\* Deceased.

## BACHELOR OF SCIENCE

1905

Gray, Marian Alice, A. B., Trinity College, St. Louis, Missouri.	Chemistry and Mathematics.
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## BACHELOR OF ARTS

1905

Casey, Ella Josephine, B. L., Smith College, Lee, Massachusetts.	English and French Group.
Brosseau, Marguerite Marie Chicago, Illinois.	English and French Group.
Burke, Anna Ellen, Boston, Massachusetts.	Greek and French Group.
Doyle, Julia Mary, Chicago, Illinois.	Latin and German Group.
Feenan, Mary Agnes, Salem, Massachusetts.	Latin and French Group.
Hayes, Miriam Barbara, New York City.	Latin and French Group.
Meehan, Mary Regis, Jamaica Plain, Massachusetts.	German and French Group.
MacDonald, Jane Louise, Boston, Massachusetts.	Latin and German Group.
O'Brien, Anna, Somers, Montana.	Latin and Mathematics Group.
O'Crowley, Edna Madeleine, Newark, New Jersey.	English and German Group.
O'Donohue, Katherine, Omaha, Nebraska.	English and German Group.
Scanlan, Helen Brendan, Pawtucket, Rhode Island.	Latin and German Group.
Sullivan, Blanche Laura, Cincinnati, Ohio.	Greek and German Group.

## BACHELOR OF ARTS

1906

Doherty, Mary Elizabeth, Worcester, Massachusetts.	German and Mathematics Group.
Kennedy, Mary Agnes, Charlestown, Massachusetts.	French and Botany Group.
O'Neil, Sara Treanor, Somerville, Massachusetts.	French and English Group.
Vlymen, Josephine Mary, Hempstead, New York.	Greek and Latin Group.
Young, Spalding, Lexington, Kentucky.	Latin and English Group.

## BACHELOR OF LETTERS

1906

Collins, Anna Ivan, North Adams, Massachusetts.

## BACHELOR OF ARTS

1907

Bradley, Mary Agnes, Worcester, Massachusetts.	Chemistry and English Group.
Cummings, Margaret, Fall River, Massachusetts.	Chemistry and English Group.
Doyle, Katharine Mary, Holyoke, Massachusetts.	History and German Group.
*Eagan, Veronica, Philadelphia, Pennsylvania.	English and French Group.
Feehan, Alice Gertrude, Salem, Massachusetts.	English and French Group.
Green, Mary Joanna, Everett, Massachusetts.	English and French Group.
Higgins, Mary Isabel, Westerly, Rhode Island.	Latin and German Group.
Kelly, Cecilia Clare, Brooklyn, New York.	Latin and French Group.
Kennedy, Elizabeth Rose, Amsterdam, New York.	English and German Group.
Linehan, Helen Gertrude, Cambridge, Massachusetts.	English and French Group.
Loughran, Elizabeth Ward, Warren, Rhode Island.	Greek and Latin Group.
McCaffrey, Mary Cecilia, Omaha, Nebraska.	Latin and English Group.
McGorrisk, Susan, Des Moines, Iowa.	English and French Group.
McKenna, Mary Elizabeth, New York City.	Mathematics and Latin Group.
McMahon, Blanche Gertrude, Worcester, Massachusetts.	Botany and English Group.
Moore, Elizabeth Frances, Springfield, Massachusetts.	Latin and English Group.
O'Crowley, Irene Mary, Newark, New Jersey.	English and German Group.
Ryan, Alice Mary, Brooklyn, New York.	Latin and English Group.
Schofield, Helen Teresa, Chicago, Illinois.	English and German Group.
St. Clair, Mary Rose, Collinsville, Connecticut.	Latin and English Group.

## BACHELOR OF LETTERS

1907

Connors, Mary Margaret,  
Buffalo, New York.

Fagan, Marie Alice,  
Pittsburgh, Pennsylvania.

\* Deceased.

## MASTER OF ARTS

1908

McNamara, Helen Catherine,  
A. B. Cornell University, 1907,  
Binghamton, New York.

Sociology and History Group.

## BACHELOR OF ARTS

1908

Butler, Anna Patricia,  
Cambridge, Massachusetts.  
Callahan, Lilian,  
Albany, New York.  
Callaghan, Margaret Mary,  
Haverhill, Massachusetts.  
Connelly, Mary Mildred,  
Bradford, Pennsylvania.  
Dansby, Ora Maria,  
Fort Smith, Arkansas.  
Gavagan, Beatrice Antoinette,  
Los Angeles, California.  
Holohan, Louise Catharine,  
Waterbury, Connecticut.  
Kelly, Agatha Rose,  
Penn Yan, New York.  
Madden, Marie Regina,  
Brooklyn, New York.  
McQuaid, Janet Louise,  
Holyoke, Massachusetts.  
Merkle, Elizabeth Wenis  
Chillicothe, Ohio.  
Simon, Marie Louise  
Philadelphia, Pennsylvania.  
Vlymen, Helen Teresa,  
Hempstead, New York.

Latin and English Group.  
English and French Group.  
Latin and German Group.  
Latin and German Group.  
German and Mathematics Group.  
English and French Group.  
Latin and French Group.  
Latin and English Group.  
Latin and English Group.  
English and French Group.  
German and French Group.  
English and German Group.  
Greek and Latin Group.

## BACHELOR OF LETTERS

1908

Murray, Mary Katharine, Troy, New York.

## BACHELOR OF ARTS

1909

Daeley, Bertha Liguori, Devil's Lake, North Dakota.	English and French Group.
Harrington, Constance Helen, O'Neill, Nebraska.	French and Chemistry Group.
Logan, Martha Teresa, South Boston, Massachusetts.	English and Chemistry Group.
Maher, Agnes Mary, Utica, New York.	Latin and English Group.
Moynihan, Lilian Teresa, Glens Falls, New York.	English and French Group.
Moriarty, Mary Teresa, Springfield, Massachusetts.	English and French Group.
Murphy, Mary Desmond, Norwich, Connecticut.	English and French Group.
Murray, Mary Catharine, Grand Rapids, Michigan.	Latin and German Group.
O'Dwyer, Mary. Texarkana, Arkansas.	English and French Group.
Sallaway, Margaret Mary, Dorchester, Massachusetts.	Latin and French Group.
Shine, Honoria Kennelly, Holyoke, Massachusetts.	English and French Group.
Showel, Mary Cecilia, Toledo, Ohio.	English and Mathematics Group.
Sullivan, Helen Esther, Chicago, Illinois.	Latin and French Group.

## BACHELOR OF LETTERS

1909

Flynn, Mary Storrs, Dorchester, Massachusetts.	Lorando, Rosario, Washington, District of Columbia.
Hannan, Olivia Honora, Ironton, Ohio.	McGrane, Mary Elizabeth, Cincinnati, Ohio.
Kennedy, Martha Mary, Worcester, Massachusetts.	Nolan, Helen Teresa, Reading, Pennsylvania.
Yund, Laura Louise, Amsterdam, New York.	

## BACHELOR OF ARTS

1910

Baillargeon, Emma Lucile, Seattle, Washington.	English and French Group.
Barnes, Beatrice Frances, Madison, Wisconsin.	English and German Group.
Barnes, Dorothy Mary, Madison, Wisconsin.	English and German Group.
Brady, Agnes Constance, Fall River, Massachusetts.	Latin and German Group.
Degnan, Katherine Helen, Providence, Rhode Island.	Greek and Latin Group.
Droste, Mary Teresa, Grand Rapids, Michigan.	German and Chemistry Group.
Finn, Rose Helene, Holyoke, Massachusetts.	Greek and Latin Group.
Galligan, Loretta, Taunton, Massachusetts.	Latin and French Group.
Hays, Jeannette, Canton, Ohio.	Latin and German Group.
Kennedy, Clara Christine, Amsterdam, New York.	English and History Group.
Larkin, Hazel Frances, Bartlesville, Oklahoma.	English and History Group.
Lennon, Edith Marie, Lowell, Massachusetts.	French and History Group.
McKeever, Helen Margaret, Hollywood, California.	English and German Group.
McKeough, Mary Elizabeth, Amsterdam, New York.	English and History Group.
McNally, Marie Aloysius, White Haven, Pennsylvania.	English and Mathematics Group.
Meagher, Alice Elizabeth, Pawtucket, Rhode Island.	Latin and Mathematics Group.
Reavey, Lilian Monica, Springfield, Massachusetts.	French and Chemistry Group.
Schofield, Gertrude Margaret, Chicago, Illinois.	English and French Group.
Strootman, Bertha Josephine, Buffalo, New York.	German and Chemistry Group.
Walsh, Katherine Louise, Davenport, Iowa.	English and French Group.

## BACHELOR OF LETTERS

1910

Connolly, Gertrude Adeline, Tulsa, Oklahoma.	Kerby, Mary Catherine, Washington, District of Columbia.
Sullivan, Elizabeth Louise, Bangor, Maine.	

## MASTER OF ARTS

1911

Reilly, Mary Louise,  
A. B., Smith College, 1910,  
Brockton, Massachusetts.

Philosophy and History Group.

## BACHELOR OF ARTS

1911

Boughan, Amy,  
Chicago, Illinois.  
Brownell, Rosalind,  
Waterbury, Connecticut.  
Callaghan, Agnes Laurentia,  
Haverhill, Massachusetts.  
Finnegan, Agnes Marie,  
New Britain, Connecticut.  
Galvin, Mary Bashford,  
East Greenwich, Rhode Island.  
Graves, Agnes Elizabeth,  
Albany, New York.  
Greeley, Kathleen Josephine,  
Holyoke, Massachusetts.  
Hanlon, Mary Elizabeth  
Hillsboro, Ohio.

Harrity, Isabelle Josephine,  
Philadelphia, Pennsylvania.  
Hennessey, Margaret Mary,  
Milwaukee, Wisconsin.

Herron, Ellen Alice,  
Auburn, New York.  
Kenny, Victoria,  
Scranton, Pennsylvania.

Lombard, Grace Marion,  
Worcester, Massachusetts.  
Martin, Mary Louise,  
Waterbury, Connecticut.

Maxwell, Mary Margaret,  
Dakota City, Nebraska.  
McCann, Catherine Vincentia,  
New York City.

McCarthy, Lucy Anne,  
Troy, New York.  
McDonald, Edith,  
Minneapolis, Minnesota.

McLoughlin, Catharine,  
Worcester, Massachusetts.  
MacMahon, Mary Julia,  
Holyoke, Massachusetts.

Greek and Chemistry Group.  
Latin and French Group.  
Latin and Mathematics Group.  
Latin and History Group.  
Latin and French Group.  
Latin and History Group.  
Greek and Latin Group.  
Latin and German Group.  
English and French Group.  
English and History Group.  
English and German Group.  
Latin and Mathematics Group.  
English and German Group.  
Latin and French Group.  
German and French Group.  
French and History Group.  
Greek and Latin Group.  
English and German Group.  
English and History Group.  
Greek and Latin Group.

O'Brien, Eleanor Cruice, St. Paul, Minnesota.	English and History Group.
O'Neil, Patience Mary, Akron, Ohio.	Latin and French Group.
Pace, Marguerite Elise, Covington, Kentucky.	English and Latin Group.
Sheehan, Helena Gertrude, Buffalo, New York.	English and Chemistry Group.
Shillow, Agnes Mary, Columbia, Pennsylvania.	Latin and German Group.
Simms, Zita, Attleboro, Massachusetts.	Latin and German Group.
Sutcliffe, June Frances, Pawtucket, Rhode Island.	Latin and German Group.
Splane, Anne Mary, Manchester, New Hampshire.	English and History Group.
Wallis, Clare Marie, Philadelphia, Pennsylvania.	English and German Group.

### BACHELOR OF LETTERS

1911

Byrne, Esther, Omaha, Nebraska.	Carraher, Imogene Julia, Seattle, Washington.
O'Leary, Marguerite, Richibucto, N. B.	

### MASTER OF ARTS

1912

Barry, Alice Ernestine, A. B., Boston University, Malden, Mass.	Philosophy and History Group.
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### BACHELOR OF ARTS

1912

Barrett, Corinne Anne, Caribou, Maine.	Latin and French Group.
Boyle, Anne Margaret, Sharon, Pennsylvania.	German and Mathematics Group.
Burns, Mary Christine, Bangor, Maine.	Greek and History Group.
Finn, Katherine Agnes, Dedham, Massachusetts.	Latin and German Group.
Giblin, Mary Alice, Scranton, Pennsylvania.	Latin and English Group.
Haag, Florence Grandon, New York City.	Latin and French Group.
Hastings, Mary Madeleine, Medford, Massachusetts.	English and French Group.

Kays, Cecilia Katherine, Los Angeles, California.	Greek and Latin Group.
Kempel, Caroline Barbara, Akron, Ohio.	German and Mathematics Group.
McCaffrey, Evelyn Elizabeth, Omaha, Nebraska.	English and French Group.
*McEnelly, Mary Cecilia, Hopkinton, Massachusetts.	English and French Group.
McFadden, Edith, Dubuque, Iowa.	German and History Group.
McQuade, Ellen Elizabeth, Lowell, Massachusetts.	Latin and German Group.
McSweeney, Katherine Florentine, Glens Falls, New York.	French and History Group.
Mills, Florence Jane, Fall River, Massachusetts.	Latin and German Group.
Mills, Alice Elizabeth, Fall River, Massachusetts.	Latin and German Group.
O'Malley, Regina Cecilia, Wilkes-Barre, Pennsylvania.	German and History Group.
Quinlan, Lucile Anne, St. Paul, Minnesota.	English and French Group.
Riley, Florence Marguerite, Binghampton, New York.	English and Chemistry Group.
Schofield, Mary Love, Chicago, Illinois.	English and German Group.
Sullivan, Julie Ellsbee, New York City.	English and French Group.
Townsend, Mary Grace, Washington, D. C.	English and History Group.
Vlymen, Mary Victoria, Hempstead, N. Y.	Greek and Latin Group.
Walsh, Mary Regina, Roxbury, Massachusetts.	English and German Group.
Walsh, Gertrude, Davenport, Iowa.	English and History Group.
Whitton, Mary Gertrude, Olean, New York.	German and History Group.

## BACHELOR OF LETTERS

1912

Driscoll, Marie Monica,  
Reading, Pennsylvania.

Gaynor, Maude Elizabeth,  
Nyack, New York.

Petersen, Alma Katherine,  
Fairmont, Minnesota.

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\* Deceased.

## MASTER OF ARTS

1913

\*McEnelly, Mary Cecilia,  
A. B., Trinity College,  
Hopkinton, Massachusetts.

Latin and German Group.

## BACHELOR OF ARTS

1913

Barrett, Margaret Alice,  
Buffalo, New York.  
Becker, Louise Lucy,  
Wilkes-Barre, Pennsylvania.  
Blake, Frances,  
Buffalo, New York.  
Bosch, Antoinette Katherine,  
Lake Linden, Michigan.  
Cabana, Ethel Adelaide,  
Buffalo, New York.  
Cashman, Frances Catherine,  
Newburyport, Massachusetts.  
Carpentier, Madeleine Jeanne,  
Washington, D. C.  
Connolly, Mary Ellen,  
Washington, D. C.  
Connolly, Margaret Genevieve,  
Bradford, Pennsylvania.  
Cronin, Helen Agnes,  
Manchester, New Hampshire.  
Cummings, Mary Catherine,  
Fall River, Massachusetts.  
Donovan, Alice Louise.  
Lynn, Massachusetts.  
Driscoll, Blanche Katherine,  
Buffalo, New York.  
Friel, Elizabeth Teresa,  
Waterville, Maine.  
\*Kean, Ruth Elizabeth,  
Manchester, New Hampshire.  
McDevitt, Rita Mary,  
Pawtucket, Rhode Island.  
McNeelis, Anne Claire,  
Johnstown, Pennsylvania.  
McQuaid, Dorothy Cecelia,  
Jacksonville, Florida.  
May, Mary Lucile,  
Superior, Wisconsin.  
Moriarty, Irene Collins,  
Waterbury, Connecticut.

English and French Group.  
English and German Group.  
German and Chemistry Group.  
English and German Group.  
English and French Group.  
English and German Group.  
History and French Group.  
Latin and English Group.  
Latin and German Group.  
Latin and German Group.  
English and German Group.  
Latin and English Group.  
English and History Group.  
Latin and German Group.  
Latin and German Group.  
English and French Group.  
English and Mathematics Group.  
English and French Group.  
English and History Group.  
Greek and Latin Group.

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\* Deceased.

Morrison, Erin Rose, Prescott, Arizona.	Latin and Mathematics Group.
Norman, Margaret Catherine, Baltimore, Maryland.	English and French Group.
O'Donnell, Margaret Mary, Rock Island, Illinois.	Latin and English Group.
Scallion, Brighidin Trumble, Hancock, Michigan.	English and French Group.
Stokes, Helen Germaine, Scranton, Pennsylvania.	Greek and Latin Group.
Sullivan, Alice Elizabeth, Lowell, Massachusetts.	English and Chemistry Group.

## BACHELOR OF LETTERS

1913

Clarke, Florence Honora,  
Ortonville, Minnesota.

Scanlan, Lorine Agnes,  
Sioux Falls, South Dakota.

## MASTER OF ARTS

1914

Donovan, Alice Louise,  
A. B., Trinity College,  
Lynn Massachusetts.  
Driscoll, Blanche Katherine,  
A. B., Trinity College,  
Buffalo, New York.  
McDevitt, Rita Mary,  
A. B., Trinity College,  
Pawtucket, Rhode Island.  
Stokes, Helen Germaine,  
A. B., Trinity College,  
Scranton, Pennsylvania.

Latin and English Group.  
Philosophy and History Group.  
Philosophy and English Group.  
Greek and Latin Group.

## BACHELOR OF ARTS

1914

Beatty, Lilian Zita,  
Brooklyn, New York.  
Begg, Mary Elinor,  
Waterbury, Connecticut.  
Boughan, Margaret,  
Chicago, Illinois.  
Cashman, Pauline,  
Newburyport, Massachusetts.  
Clifford, Mary Louise,  
Lewiston, Maine.  
Conroy, Helen Mason,  
East Orange, New Jersey.

French and History Group.  
Latin and French Group.  
German and French Group.  
Latin and German Group.  
English and French Group.  
English and History Group.

Culligan, Anna Verda, St. Paul Minnesota.	English and Sociology Group.
Duffy, Marguerite Anne, Chateaugay, New York.	Latin and French Group.
Fitz-Maurice, Blanche Althea, Chicago, Illinois.	History and Botany Group.
Farren, Adele, Cleveland, Ohio.	Greek and French Group.
Flannery, Elizabeth Angela, Yonkers, New York.	English and French Group.
Gaffney, Mary Margaret, Waterbury, Connecticut.	English and French Group.
Gallagher, Margaret Mary, Washington, D. C.	Latin and French Group.
Geier, Rose, Helena, Montana.	Latin and German Group.
Hayes, Mary Evangeline, Waterbury, Connecticut.	English and History Group.
Hildensperger, Marie Kathleen, Wausau, Wisconsin.	Latin and German Group.
Hodson, Mary Veronica, Waterbury, Connecticut.	English and French Group.
Hoey, Jennie Margarita, New York City, New York.	History and Political Economy.
Johnson, Mary Agnes, Kansas City, Missouri.	German and French Group.
Kelly, Alice Mae, Washington, D. C.	Latin and German Group.
Lennon, Mary Josephine, Pawtucket, Rhode Island.	English and German Group.
Lennox, Laura Louise, Haverhill, Massachusetts.	Latin and German Group.
Lynch, Marion Winnifred, Newtown, Connecticut.	French and Physics Group.
Lynch, Catherine Veronica, Newtown, Connecticut.	Latin and German Group.
Mahoney, Mary Josephine, Lowell, Massachusetts.	French and Spanish Group.
McCaffrey, Anna May, Amsterdam, New York.	English and History Group.
McCarron, Anne Elizabeth, Maynard, Massachusetts.	English and Physics Group.
McCarthy, Sarah Cecilia, Troy, New York.	Latin and English Group.
McMahon, Maude Estelle, Worcester, Massachusetts.	English and French Group.
McSweeney, Mary Elizabeth, Glens Falls, New York.	Latin and History Group.
McVay, Josephine Ursula, Pawtucket, Rhode Island.	Latin and German Group.
Murphy, Isabelle Frances, Washington, D. C.	German and French Group.
Nugent, Josephine Pauline, Waterbury, Connecticut.	Latin and French Group.
Smith, Gertrude Pauline, Worcester, Massachusetts.	English and Physics Group.

Sullivan, Julia Winifred, Fall River, Massachusetts.	German and French Group.
Taylor, Frances Denning, Dobbs Ferry-on-Hudson, N. Y.	Latin and English Group.
Tuite, Bertha Euphemia, Pawtucket, Rhode Island.	Greek and Latin Group.
Walsh, Elizabeth Zoe, Mobile, Alabama.	English and History Group.
Welch, Marion Florentia, Beverly, Massachusetts.	English and French Group.
White, Julia Clarke, Rome, New York.	Latin and History Group.

### BACHELOR OF LETTERS

1914

Collins, Margaret Mary, Washington, D. C.

### MASTER OF ARTS

1915

Mahoney, Mary Josephine, A. B., Trinity College, 1914, Lowell, Massachusetts.	French and Spanish Group.
Walsh, Elizabeth Zoe, A. B., Trinity College, 1914, Mobile, Alabama.	History and English Group.

### BACHELOR OF SCIENCE

1915

Fennessey, Elizabeth Mary Boston, Massachusetts.	Mathematics and Physics Group.
Judge, Veronica Mary, Fall River, Massachusetts.	Mathematics and Chemistry Group.

### BACHELOR OF ARTS

1915

Bragan, Irene Mildred, Acton, Massachusetts.	German and Chemistry Group.
Clemons, Anna Sophia, Montesano, Washington.	Greek and English Group.
Connelly, Catharine Sheehan, Elmira, New York.	English and History Group.
Evans, Mary Frances, La Crosse, Wisconsin.	English and French Group.
Fallon, Mary Day, Worcester, Massachusetts.	English and History Group.
Feenan, Anna Margaret, Salem, Massachusetts.	Greek and Latin Group.

Gallagher, Dorothy, Kansas City, Missouri.	English and History Group.
Galligan, Mary Claire, Pueblo, Colorado.	English and French Group.
Gfroerer, Ruth Elizabeth, Chicago, Illinois.	Latin and German Group.
Hooley, Anne Sarachon, Nichols, Iowa.	Latin and German Group.
Jackson, Katharine Alice, Waterbury, Connecticut.	English and French Group.
Keenan, Addie Mary, Austin, Minnesota.	English and Biology Group.
Kramer, Marie Anna, Canton, Ohio.	Latin and French Group.
Kirwin, Carolyn North, Brooklyn, New York.	English and French Group.
Lane, Gertrude Mary, Washington, D. C.	Latin and French Group.
Lawler, Loretta Rose, Pittsburgh, Pennsylvania.	Latin and English Group.
Leonard, Elizabeth Anne, Wilkes-Barre, Pennsylvania.	Latin and German Group.
Long, Mary Ann Louise, Boston, Massachusetts.	English and Philosophy Group.
McArdle, Margaret Julia, Ware, Massachusetts.	Greek and Latin Group.
McCabe, Alice Loretta, Clinton, New York.	Latin and French Group.
McCarthy, Catherine Louise, Danbury, Connecticut.	English and French Group.
McCaskey, Catherine Agnes, Philadelphia, Pennsylvania.	Latin and German Group.
McWeeney, Margaret Elizabeth, Providence, Rhode Island.	Greek and Latin Group.
Maloney, Marguerite Louise, Woburn, Massachusetts.	English and French Group.
Mahony, Helen Paula, Roxbury, Massachusetts.	English and Chemistry Group.
Moore, Helen Louise, Washington, D. C.	English and History Group.
Murray, Helen Frances, Troy, New York.	German and French Group.
O'Connell, Regina Josephine, Marlborough, Massachusetts.	English and Chemistry Group.
Ryan, Marie Agnes, Philadelphia, Pennsylvania.	English and History Group.
Smith, Eileen Katharine, Fitchburg, Massachusetts.	German and French Group.
Walsh, Mary Dunne, Richmond, Virginia.	Latin and English Group.

## BACHELOR OF LETTERS

1915

La Follette, Clara, Pullman, Washington.

# ENROLMENT OF STUDENTS

1915-1916

## GRADUATE STUDENTS

Fallon, Mary Day, A.B., Trinity College, 1915.	Worcester, Mass.
McCaskey, Catherine Agnes, A.B., Trinity College, 1915.	Philadelphia, Penna.

## SENIOR CLASS

Barry, Catherine,	Chicopee, Mass.
Boillin, Anne,	Clarksville, Tenn.
Boyle, Katherine Elizabeth,	Fitchburg, Mass.
Brodbine, Anna Madeline,	Beachmont, Mass.
Brodbine, Helen Agnes,	Beachmont, Mass.
Brogan, Mary Christine,	Cohasset, Mass.
Carlin, Katherine Frances,	Roxbury, Mass.
Daily, Maureen Lewis,	Bay City, Mich.
Fitz-Maurice, Myrtle Virginia,	Chicago, Ill.
Garner, Esther,	Washington, D. C.
Greene, Miriam Alice,	Brooklyn, N. Y.
Hanrahan, Florence Mary,	Boston, Mass.
Kelleher, Margaret Claire,	Ware, Mass.
Killorin, Marie Alvera,	Wakefield, Mass.
Lane, Margaret Mary,	Washington, D. C.
Leonard, Florence Marie,	Cincinnati, Ohio.
McCarthy, Mary Elizabeth,	Philadelphia, Penna.
McLachlan, Mary Lorena,	Danbury, Conn.
McManus, Frances,	Philadelphia, Penna.
McManus, Mary Frances,	Concord, Mass.
Monahan, Winifred Ellen,	Central Falls, R. I.
Moorman, Catherine Marie,	Cincinnati, Ohio.
Morrison, Elizabeth Frances,	Washington, D. C.
Murphy, Mary Rose,	Buffalo, N. Y.
Nangle, Ruth Frances,	Brookline, Mass.
Parsons, Margaret Mary,	Philadelphia, Penna.
Powers, Juliet Marie,	Crafton, Penna.
Quinn, Ellen Vincent,	Woonsocket, R. I.
Reavey, Loretto Justinian,	Springfield, Mass.
Sharkey, Sara Veronica,	Johnston, Penna.
Smith, Mary Harvey,	Ferguson, Mo.
Smith, Kathleen,	Riverdale, Md.

Unruh, Marie Irma,  
Vlymen, Felicita,  
Walsh, Helen Marie,  
Wimsatt, Florence Josephine,

Mobile, Ala.  
Hempstead, N. Y.  
Memphis, Tenn.  
Washington, D. C.

### JUNIOR CLASS

Baker, Anna Josephine,  
Baker, Estelle Margaret,  
Brennan, Bessie,  
Burns, Margaret Frances,  
Callahan, Dorothy Louise,  
Cavey, Ruth Elizabeth,  
Canfield, Aileen,  
Conlin, Eleanor Miriam,  
Daly, Colette Marie,  
Donahoe, Eleanor Claire,  
Donahue, Zita Louise,  
Enright, Marie Elizabeth,  
Friday, Laura Marie,  
Gaffney, Florence Elizabeth,  
Galvin, Anne Patricia,  
Geier, Mary Genevieve,  
Gillon, Eileen Bernadette,  
Holland, Agnes Julia,  
Johnson, Alice Josephine,  
Judge, Mary Elizabeth,  
Kean, Florence Rose,  
Kelly, Mabel Mary,  
Kimmel, Anna,  
Lawler, Anna Marie,  
Loftus, Mary Frances,  
Loughran, Miriam Elizabeth,  
Maas, Marie Genevieve,  
Maher, Emily Katherine,  
Matthews, Olive Gertrude,  
Murphy, Helen Shahan,  
McCarthy, Helen Margaret,  
McCormick, Eleanor,  
McFadden, Nöel Marie,  
McGrath, Anna Dorothy,  
MacHale, Kathleen Gertrude,  
McQuillan, Hazel St. Clair,  
Neary, Agnes Buckley,

Worcester, Mass.  
Worcester, Mass.  
Wilkes-Barre, Penna.  
North Adams, Mass.  
Washington, D. C.  
Woodstock, Md.  
Hancock, Mich.  
Worcester, Mass.  
Naugatuck, Conn.  
Middletown, Conn.  
Columbus, Ohio.  
Pittsfield, Mass.  
Washington, D. C.  
Cadillac, Mich.  
Bedford, Mass.  
Washington, D. C.  
Milford, Mass.  
Brookline, Mass.  
New York City.  
Fall River, Mass.  
Manchester, N. H.  
Great Barrington, Mass.  
Altoona, Penna.  
Coudersport, Penna.  
Lawrenceville, Ill.  
Springfield, Mass.  
Houghton, Mich.  
Utica, N. Y.  
Worcester, Mass.  
Norwich, Conn.  
Lewiston, Maine.  
Pittsfield, Mass.  
Dubuque, Iowa.  
Columbus, Ohio.  
Scranton, Penna.  
Cincinnati, Ohio.  
Johnstown, Penna.

O'Malley, Marie Catherine,	Barker, N. Y.
Pace, Anna Lee,	Cincinnati, Ohio.
Power, Katharine Agnes,	Worcester, Mass.
Shea, Marie Frances,	South Lincoln, Mass.
Staudt, Margaret Pearl,	Canterbury, Conn.
Sullivan, Katherine Frances,	Washington, D. C.
Sweetser, Teresa Mary,	Minneapolis, Minn.
Welch, Louise Loretta,	Beverly, Mass.

### SOPHOMORE CLASS

Beauton, Rita Mary,	New Haven, Conn.
Becker, Marietta Margaret,	Wilkes-Barre, Penna.
Bowen, Frances Anastasia,	New York City.
Bride, Helen Mary,	Lawrence, Mass.
Brooks, Eileen Marie,	Poughkeepsie, N. Y.
Burch, Florence Rosalia,	Knoxville, Penna.
Burke, Angela Louise,	Springfield, Mass.
Bushong, Mary Theresa,	Brooklyn, N. Y.
Caverly, Mary Adelaide,	Atlanta, Ga.
Connell, Philomene,	La Grange, Ill.
Daly, Margery,	Ogdensburg, N. Y.
Desmond, Ellen Gertrude,	Somerville, Mass.
Dillon, Frances Norton,	Houghton, Mich.
Dillon, Frances Winifred,	Lowell, Mass.
Donohue, Dorothy Agnes,	Missoula, Mont.
Donohue, Eileen,	Missoula, Mont.
Dougherty, Margaret Ruth,	Beaver, Penna.
Eagan, Kathleen Regina,	New York City.
Eckel, Florence Maryann,	Niagara Falls, N. Y.
English, Anna Josephine,	Butte, Mont.
Felix, Gladys Marie,	Pittsburg, Penna.
Flynn, Helen Margaret,	Pittsfield, Mass.
Gallagher, Annabel Marie,	Brooklyn, N. Y.
Goebel, Mary Ursula,	Marietta, Ohio.
Grady, Catherine Rose,	Waterbury, Conn.
Hackemeier, Edna Marie,	St. Louis, Mo.
Harahan, Ruth Mary,	Brooklyn, N. Y.
Harahan, Susannah Margaret,	Brooklyn, N. Y.
Heagney, Helen Marie,	Salem Willows, Mass.
Jackson, Cecilia Elizabeth,	Waterbury, Conn.
Jennings, Janet Maurine,	St. Louis, Mo.
Keeler, Mary Gertrude,	Pittsburgh, Penna.
Keller, Virginia Alma,	Brooklyn, N. Y.
Keller, Marie Louise,	Brooklyn, N. Y.

Langton, Mary Isabel,	Shenandoah, Penna.
Leonard, Alice Catherine,	Wilkes-Barre, Penna.
Long, Marion Hallinan,	New Britain, Conn.
Magee, Christine Elizabeth,	Hastings-on-Hudson, N. Y.
Mangan, Grace Anastasia,	Pawtucket, R. I.
Martin, Florence Steele,	Asheville, N. C.
Moore, Pauline Elizabeth,	Newport, R. I.
McCabe, Mary Williams,	Superior, Wis.
McDevitt, Mildred Mary,	Edgewood, R. I.
McGuire, Marie Theresa,	Ensley, Ala.
McMahon, Mary Anna,	Brookline, Mass.
Neary, Vivien Marie,	Naugatuck, Conn.
O'Brien, Marian Claire,	Pittsburgh, Penna.
O'Brien, Marie Grace,	Jamaica Plain, Mass.
O'Hara, Geraldine Margaret,	Hamilton, Mont.
O'Hara, Mary Frances,	Hamilton, Mont.
O'Shea, Marie Elizabeth,	Fort Smith, Ark.
Reardon, Loretta Mabel,	Holyoke, Mass.
Riordan, Helen,	Washington, D. C.
Scanlan, Marie Rita,	Wave Crest, Far Rockaway, N. Y.
St. Peter, Alice,	Crafton, Penna.
Sullivan, Alice Gertrude,	Newport, R. I.
Sullivan, Rowena Hope,	Riverdale-on-Hudson, N. Y.
Waters, Margery Helena,	Philadelphia, Penna.

#### FRESHMAN CLASS

Acerboni, Alexandrine,	Middletown, Conn.
Beale, Atala Waller,	Washington, D. C.
Behan, Lucilla Marie,	Pittsburgh, Penna.
Burns, Alice Ruth,	Watertown, N. Y.
Butler, Rose Farrington,	Grass Valley, Cal.
Byrne, Marguerite Josephine,	Spokane, Wash.
Byrne, Marie Kathryn,	Spokane, Wash.
Cain, Isabelle Bingham,	Washington, D. C.
Caine, Mary Frances,	Clinton, Mass.
Callahan, Margaret Gertrude,	Washington, D. C.
Cashen, Jennie,	New Rochelle, N. Y.
Cooney, Irene Hazel,	New Haven, Conn.
Crowe, Leonie Elizabeth,	New Britain, Conn.
Curtis, Lucy Constance,	Point Pleasant, N. J.
De Barber, Angela Camilla,	Altoona, Penna.
De Pasquale, Consuelo Inez,	New York City.
Dillon, Mary Elizabeth,	New York City,

Donahoe, Anna Ella,	Middletown, Conn.
Donahoe, Marguerite Hart,	Baltic, Conn.
Donahoe, Una Carine,	Baltic, Conn.
Dore, Bernadette Lidwine,	Washington, D. C.
Dougherty, Marie,	Beaver, Penna.
Drake, Fay Marie,	Richmond, Ind.
Farrell, Josephine,	Hutchinson, Kan.
Figueira, Mary Agnes,	Brooklyn, N. Y.
Fitz Gerald, Elizabeth Barnett,	Peabody, Mass.
Fogarty, Catherine Isabel,	Springfield, Ill.
Griffin, Madeleine Agatha,	Woodstock, N. B., Can.
Harrigan, Elizabeth Mary,	Lowell, Mass.
Hayes, Irene Elizabeth,	Granville, N. Y.
Herbers, Marguerite Louise,	Memphis, Tenn.
Himstedt, Margaret Heller,	Little Rock, Ark.
Hodson, Esther Armella,	Waterbury, Conn.
Hughes Florence Rebecca,	Winthrop, Mass.
Hurley, Helen Bernard,	Little Falls, N. Y.
Jones, Mary Elizabeth,	Tyrone, Penna.
Kelly, Isabel Marie,	Buffalo, N. Y.
Klappert, Irene,	Richmond Hill, N. Y.
von Kökeritz, Elizabeth Augusta,	Mt. Vernon, N. Y.
Lane, Mary Agnes,	Washington, D. C.
Lang, Margaret Madeleine,	Chicago, Ill.
Layden, Helen,	Pawlet, Vt.
Lennox, Esther Marguerite,	Haverhill, Mass.
Lillis, Mary,	Marblehead, Mass.
Martin, Katherine Mary,	Newport, R. I.
Moran, Dorothy Julia,	Allerton, Mass.
Murphy, Monica,	Englewood, N. J.
Murphy, Florence Roma,	Brookline, Mass.
McCarthy, Anita,	Wallace, Idaho.
McCarthy, Mildred Agnes,	Lewiston, Maine.
McCarty, Florence Marie,	Fitchburg, Mass.
McManus, Alice Louise,	Dorchester, Mass.
McTighe, Irma Elizabeth,	Binghamton, N. Y.
O'Brien, Dorothy,	Pittsburgh, Penna.
O'Donnell, Marie Thecla,	Brooklyn, N. Y.
O'Donnell, Teresa Regina,	Providence, R. I.
O'Toole, Julia Cecelia,	Gary, W. Va.
Rieckelman, Marion Crowther,	South Norwood, Ohio.
Seng, Mary Agnes,	Wilmette, Ill.
Shanahan, Helen,	Lima, Ohio.
Shannon, Alma Louise,	Yonkers, N. Y.
Shannon, Marion Elizabeth,	Yonkers, N. Y.

Sheehan, Margaret Mary,	Manchester, N. H.
Shugrue, Grace Mary,	Worcester, Mass.
Sullivan, Juliet Loretta,	Nashua, N. H.
Sullivan, Mary Margaret,	Dorchester, Mass.
Taylor, Katherine Wade,	Washington, D. C.
Tracey, Kathleen Agnes,	Norwalk, Conn.
Voorhees, Grace Agnes,	Washington, D. C.
Waldron, Josephine Ellen,	Greensburg, Penna.
Welch, Gertrude Abigail,	Boston, Mass.
Wyman, Frances Dix,	Boise, Idaho.

#### HEARERS

Cannon, Louise Marie,	Spokane, Wash.
Feeney, Florence Catherine,	Pittsburgh, Penna.
Higgins, Margaret Mary,	Bala, Penna.
Moore, Helen Louise, A. B.	Washington, D. C.
Moylan, Mary Borgia,	Baltimore, Md.
Wiseman, Anne,	Lewiston, Maine.







## PUBLICATIONS

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TRINITY COLLEGE YEAR Book, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published quarterly by the students of the College.

THE TRINIOLOGUE, published annually by the Senior Class. Price, \$3.00 per copy.

A VIEW Book containing pictures of the College and the campus. Price, 30 cents.



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17/18

# TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1917-1918

Trinity College is conducted by the **SISTERS OF  
NOTRE DAME OF NAMUR.**

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE,  
WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE  
STATE OF NEW YORK.**

**LEGAL FORM OF BEQUEST:** I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.

# TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1917-1918



NOTE.—*The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country:*

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION  
WASHINGTON

*March 30, 1914.*

SISTER CATHERINE ALOYSIUS,  
*President of Trinity College,*  
Washington, D. C.

DEAR MADAM:

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College, and of the standing of the students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,  
P. P. CLAXTON,  
*Commissioner.*



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## COMMUNICATION WITH THE COLLEGE

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The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephones are North 2367 and North 2327.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Trinity College, Washington, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information and inquiries regarding admission should be addressed to the Secretary of the College.

# CALENDAR 1917

1918

JANUARY					FEBRUARY					MARCH					APRIL					
.....	1	2	3	4	5	.....	1	2	3	4	5	6	7	8	9	10	11	12	13	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	10	11	12	13	14		
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14		
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21		
27	28	29	30	31	.....	.....	24	25	26	27	28	.....	.....	24	25	26	27	28		
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31	.....	.....	.....	.....	.....		
MAY					JUNE					JULY					AUGUST					
.....	1	2	3	4	.....	.....	.....	.....	1	.....	1	2	3	4	5	6	.....	1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	
26	27	28	29	30	31	.....	23	24	25	26	27	28	29	28	29	30	31	.....	.....	
.....	.....	.....	.....	.....	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					
1	2	3	4	5	6	7	.....	1	2	3	4	5	.....	.....	1	2	1	2	3	
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	
23	24	25	26	27	28	.....	20	21	22	23	24	25	26	17	18	19	20	21	22	
29	30	.....	.....	.....	.....	.....	27	28	29	30	31	.....	.....	24	25	26	27	28	29	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29	30	31	.....	.....	.....	

## ACADEMIC CALENDAR

### 1917

Easter Vacation begins,	Wednesday, April 4.
Easter Vacation ends,	Monday, April 9.
Founders' Day,	Tuesday, May 1.
Ascension Day,	Thursday, May 17.
Final Examinations begin,	Tuesday, May 22.
Final Examinations end,	Tuesday, June 5.
Baccalaureate Sermon,	Sunday, June 3.
Commencement Exercises,	Thursday, June 7.
Entrance Examinations at Centres begin,	Monday, May 28.
Entrance Examinations at Centres end,	Saturday, June 2.
Entrance Examinations at the College begin,	Saturday, Sept. 15.
Registration of Students,	Wednesday, Sept. 19.
College Exercises begin,	Thursday, Sept. 20.
Thanksgiving Day,	Thursday, Nov. 29.
Christmas Vacation begins,	Thursday, Dec. 20.

### 1918

Christmas Vacation ends,	Thursday, Jan. 3.
Mid-year Examinations begin,	Friday, Jan. 18.
Mid-year Examinations end,	Monday, Jan. 28.
Spiritual Retreat for the Students,	Tuesday, Jan. 29.
Second Semester begins,	Monday, Feb. 4.
Easter Vacation begins,	Wednesday, Mar. 27.
Easter Vacation ends,	Monday, April 1.

THE COURSES OF STUDY IN THE COLLEGE ARE  
CONDUCTED BY THE FOLLOWING  
PROFESSORS

---

VERY REVEREND EDWARD A. PACE, Ph.D., S.T.D., LL.D.  
Philosophy (Psychology, Ethics); History of Education.

REVEREND WILLIAM TURNER, S.T.D.  
History of Philosophy.

VERY REVEREND THOMAS E. SHIELDS, Ph.D., LL.D.  
Education (Science and Art of Study, Philosophy, Psychology  
Methods).

REVEREND PATRICK J. McCORMICK, S.T.L., Ph.D.  
School Management.

REVEREND CHARLES A. DUBRAY, S.M., Ph.D.  
Introduction to Philosophy.

VERY REVEREND CHARLES F. AIKEN, S.T.D.  
Apologetics.

REVEREND NICHOLAS A. WEBER, S.M., S.T.D.  
History.

REVEREND WILLIAM J. KERBY, S.T.L., LL.D.  
Sociology.

REVEREND JOHN A. RYAN, S.T.D.  
Economics.

REVEREND THOMAS V. MOORE, C.S.P., Ph.D., M.D.  
Biology.

SEÑORA RITA LEZCA DE RUIZ.  
Spanish.

MISS ELSIE KERNAN.  
Elocution and Gymnastics.

MADAME MARIE VON UNSCHULD.  
Supervisor of Music.

With Sisters of Notre Dame in the Departments of Religion, Sacred Scripture, Greek, Latin, German, French, Spanish, English, Logic, Church History, History, Economics, Mathematics, Physics, Chemistry, Biology, Botany, Hygiene, History of Art, Music, and Art.

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THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY  
THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME  
THE PRESIDENT OF THE COLLEGE  
THE SECRETARY OF THE COLLEGE  
THE TREASURER OF THE COLLEGE  
THE DEAN OF THE COLLEGE FACULTY  
THE PRESIDENT OF THE AUXILIARY BOARD OF REGENTS

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The Board is organized as the AUXILIARY BOARD OF REGENTS OF TRINITY COLLEGE and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

*Constitution, Art. I.*

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<b>Mrs. Charles McGilley</b>	<b>Mrs. Bernard F. Saul</b>
<b>Mrs. Richard W. McMahon</b>	<b>Mrs. Raphael L. Shanafelt</b>
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<b>Mrs. Washington A. Young</b>	

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\*National President of the Ladies' Auxiliary, A. O. H., ex-officio, a member of the Auxiliary Board of Regents, Trinity College.

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Boards formed outside of the city of Washington are called ASSOCIATE BOARDS OF TRINITY COLLEGE.

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- Mrs. Arthur J. Amberg, '05      *Vice-President*  
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- 

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Davenport, Iowa
- Mrs. Sarah Robinson,      *National Director*  
Richmond, Virginia
- Mrs. Mary Arthur,      *National Director*  
Indianapolis, Indiana.

# TRINITY COLLEGE

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**LOCATION.**—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park, from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

**FOUNDATION AND PURPOSE.**—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for "a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning." The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

**IDEALS.**—Not only in the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view: the *true scholar*, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the *true woman*, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well-developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

#### EQUIPMENT.

**THE LIBRARY.**—The College Library now contains about 20,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

**THE O'CONNOR ART GALLERY.**—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable art collec-

tion which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

**THE HOLAHAN SOCIAL HALL** contains many precious and rare pictures, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

**THE SCIENCE LABORATORIES.**—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

**EXTRINSIC ADVANTAGES.**—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places and at others rich in economic, scientific, and historic interest, *e. g.*, the Treasury Department, the Patent Office, the Coast and

Geodetic Survey, the Geological Survey, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought, men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

**SCOPE OF THE COLLEGE.**—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington. Graduates are eligible for membership in the Association of Collegiate Alumnae.

**CLASSIFICATION OF STUDENTS.**—The students are classified as follows: Graduate students and undergraduate students.

*Graduate Students* are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

*Undergraduate Students* are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

## ADMISSION

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### ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College by examination or by certificate after the successful completion of a high-school or academy course of four years. Admission by certificate is granted to schools accredited by Trinity College or affiliated to the Catholic University, Washington, D. C. There is no high-school or academy attached to the College.

Candidates who do not present certificates must pass examination in subjects amounting to  $15\frac{1}{2}$  unit courses of high-school work. The accepted definition of a unit course is *a course of study covering a school year of not less than thirty-five weeks, with five class periods of at least forty-five minutes each per week.*

The studies to be presented in satisfaction of the entrance requirements for the different degrees are given in tabular statement. The amount of preparation required in each subject is indicated by the number of units assigned to that subject.\*

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\* Although no formal entrance examination is held in Religion, it is presumed, needless to say, that the program of every Catholic high-school and academy will give to this all-important subject at least four (4) points, i. e., the equivalent of one period each day throughout the entire course of four years. The teaching should be thorough and systematic, so that the student will be well prepared to profit by the courses in Religion and Sacred Scripture which constitute a regular and important part of the system of prescribed studies throughout the College course.

**ENTRANCE REQUIREMENTS  
FOR THE DEGREES OF  
BACHELOR OF ARTS (A. B.)**

*Prescribed*

English . . . . .	3 units
Latin . . . . .	4 units
Major Language . . . . .	3 units
(Greek, French, or German)	
History . . . . .	1 unit
Mathematics . . . . .	2½ units

*Electives*

Two units must be chosen from the following subjects:

Minor Language . . . . .	2 units
(Not offered for Major Language)	
History . . . . .	2 units
Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Music . . . . .	1 unit
Total . . . . .	15½ units

**BACHELOR OF LETTERS (B. Litt.)**

*Prescribed*

English . . . . .	3 units
History . . . . .	1 unit
Major Language . . . . .	3 units
(Latin, Greek, French, or German)	
Minor Language . . . . .	2 units

*Latin* must be either the Major or Minor Language.

*Electives*

6½ units must be chosen from the following subjects:

Major Language . . . . .	3 units
Minor Language . . . . .	2 units
History . . . . .	3 units
Algebra . . . . .	1½ units
Plane Geometry . . . . .	1 unit
Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Music . . . . .	1 unit
Total . . . . .	15½ units

**BACHELOR OF SCIENCE (B. S.)**

*Prescribed*

English . . . . .	3 units
Latin . . . . .	2 units
French . . . . .	3 units
German . . . . .	3 units
History . . . . .	1 unit
Algebra—2d Year . . . . .	1 unit
Plane Geometry . . . . .	1 unit
Solid Geometry . . . . .	½ unit

*Electives*

1 unit must be chosen from the following subjects:

Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
General Biology . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Total . . . . .	15½ units

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATION		TRINITY COLLEGE EXAMINATION
<i>Subjects</i>		<i>Subjects</i>
English, <i>a</i> and <i>b</i> . . . . .	=	English . . . . .
History, <i>a</i> , <i>b</i> , <i>c</i> , or <i>d</i> . . . . .	=	History . . . . .
Mathematics, <i>a</i> ( <i>i</i> and <i>ii</i> ) and <i>c</i> . . . . .	=	Mathematics . . . . .
Latin, <i>a</i> ( <i>i</i> and <i>ii</i> ), <i>b</i> , <i>c</i> , <i>d</i> , <i>l</i> and <i>m</i> . . . . .	=	Latin . . . . .
<i>One of the following:</i>		<i>Major Requirement in one of the following:</i>
Greek, <i>a</i> ( <i>i</i> and <i>ii</i> ), <i>b</i> , <i>c</i> , <i>f</i> and <i>g</i>	=	Greek, or French, or German
French, <i>a</i> and <i>b</i>		
German, <i>a</i> and <i>b</i>		
<i>One subject from Group I or two subjects from Group II:</i>		<i>Two units to be chosen from the following:</i>
<i>Group I:</i>		The Minor Requirement in one of the languages not offered for major standing (Greek, or French, or Ger- man) . . . . .
Greek, <i>a</i> ( <i>i</i> and <i>ii</i> ), <i>b</i> , <i>f</i> , and <i>g</i>		. . . . .
French, <i>a</i>		
German, <i>a</i>		
<i>Group II:</i>		<i>or a unit in two of the following     subjects:</i>
History, <i>a</i> , or <i>b</i> , or <i>c</i> , or <i>d</i>		History . . . . .
(not offered above)		Physics . . . . .
Physics		Chemistry . . . . .
Chemistry		Botany . . . . .
Botany		Zoölogy . . . . .
Zoölogy		Music . . . . .
Music		

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic diploma will be accepted in lieu of the examination in any subject.

The admission subjects are divided into two groups as follows:

*Preliminaries:*

English 1—Grammar and Composition.

French minor except Prose Composition and the use of the spoken language.

German minor except Prose Composition and the use of the spoken language.

Greek minor except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

*Finals:*

English 2—Reading and Study, including Composition.

French major requirement, the Prose Composition and use of the spoken language of the major requirement.

German major requirement, the Prose Composition and the use of the spoken language of the major requirement.

Greek major, the Prose Composition of the major requirement.

History, second point.

Latin Prose Composition.

Algebra, Botany, Chemistry, Physics and Music.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken during last year. Candidates are advised to take English Composition and Algebra in the last year.

## ADMISSION BY CERTIFICATE

Students from such High Schools and Academies as may be approved by the Faculty are admitted to the Freshman Class without examination on presentation of certificates showing that they have completed the requisite amount of preparatory study. Blank forms of such certificates will be furnished instructors on application to the Secretary.

Students received on certificate are regarded as upon probation during the first half year, and those deficient in preparation are dropped whenever the deficiency has been clearly demonstrated. If those entering from any school during a term of years are found deficient in preparation, the privilege of entering on certificate will be withdrawn from that school.

The certificate privilege is not granted for more than three years, but may be renewed on application.

## ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies, but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

## GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1917 the entrance examinations will be held May 28 to June 2 and September 15 to September 22. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Applications for the certificate privilege must be made to the Secretary of the College upon blanks furnished by the College and covering full statements concerning courses of study, teachers, and equipment. All applications must be made before April first in order to be approved for the next College year.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, twenty-five cents should be forwarded.

By special arrangement entrance examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

## EXAMINATION CENTRES

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The Visitation Academy,	Brooklyn, N. Y.,	Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I.	St. Joseph's-in-the-Pines.
Miss Nardin's Academy,	Buffalo, N. Y.	Cleveland Ave.
St. Peters Academy,	Rome, N. Y.	
The Academy of Notre Dame,	Boston, Mass.	The Fenway.
The Academy of Notre Dame,	Roxbury, Mass.	Washington St.
The Academy of Notre Dame,	Lowell, Mass.,	Adams St.
St. John's School,	Worcester, Mass.,	Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.	
Mount St. Mary's Academy,	Hookset Hts., N.H.	
St. Joseph's Academy,	Deering, Maine.	
St. Mary's Academy,	New Haven, Conn.,	Orange St.
Notre Dame Academy,	Waterbury, Conn.	
The Academy of Notre Dame,	Philadelphia, Pa.	W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburg, Pa.,	Fifth Ave.
St. Joseph's Academy,	Greensburg, Pa.	Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.	
Mount St. Mary's Seminary,	Scranton, Pa.,	Adams Ave.
St. Mary's Academy,	Wilkes-Barre, Pa.	
The Academy of Notre Dame,	Cincinnati, Ohio,	Sixth Street.
The Academy of Notre Dame,	Cincinnati, Ohio,	East Walnut Hills.
The Ursuline Academy,	Cleveland, Ohio,	Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio,	Rich St.

The Loretto Academy,	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy,	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.,	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kan.	
Mount Carmel Academy,	Wichita, Kan.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy,	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.	Mission Dolores.
Immaculate Heart College,	Hollywood, Cal.	
The Mother-House Congregation Notre Dame,		Montreal, Quebec.

# TRINITY COLLEGE

## SCHEDULE OF EXAMINATIONS, MAY, 1917

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*Monday, May 28.*

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|---------------------------------|-------------|
| 9.00 A. M.—10.30 A. M. . . . .  | History.    |
| 10.30 A. M.—12.30 P. M. . . . . | Physics.*   |
| 1.30 P. M.— 5.30 P. M. . . . .  | Latin 1, 2. |

*Tuesday, May 29.*

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|---------------------------------|-------------|
| 9.00 A. M.—10.30 A. M. . . . .  | History.    |
| 10.30 A. M.—12.30 P. M. . . . . | Chemistry.* |
| 1.30 P. M.— 5.30 P. M. . . . .  | Latin 3, 4. |

*Wednesday, May 30.*

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|--------------------------------|-----------------------------------|
| 9.00 A. M.—11.30 A. M. . . . . | English, Grammar and Composition. |
| 1.30 P. M.— 3.30 P. M. . . . . | Greek.                            |
| 3.30 P. M.— 5.30 P. M. . . . . | Algebra.                          |

*Thursday, May 31.*

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|--------------------------------|-----------------------------|
| 9.00 A. M.—11.30 A. M. . . . . | English, Reading and Study. |
| 1.30 P. M.— 3.30 P. M. . . . . | Plane Geometry.             |
| 3.30 P. M.— 5.30 P. M. . . . . | Botany.*                    |

*Friday, June 1.*

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|--------------------------------|---------|
| 9.00 A. M.—12.00 M. . . . .    | French. |
| 1.30 P. M.— 4.30 P. M. . . . . | German. |

*Saturday, June 2.*

- |                                |                                 |
|--------------------------------|---------------------------------|
| 9.30 A. M.—11.30 A. M. . . . . | Solid Geometry or Trigonometry. |
| 1.30 P. M.— 3.30 P. M. . . . . | Zoölogy or Music.               |

\* Laboratory note-books must be submitted as a part of the examination.

# TRINITY COLLEGE

## SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1917

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*Saturday, September 15.*

- 9.00 A. M.—10.30 A. M. . . . . History.  
10.30 A. M.—12.30 P. M. . . . . Physics.\*  
1.30 P. M.— 5.30 P. M. . . . . Latin 1, 2.

*Monday, September 17.*

- 9.00 A. M.—10.30 A. M. . . . . History.  
10.30 A. M.—12.30 P. M. . . . . Chemistry.\*  
1.30 P. M.— 5.30 P. M. . . . . Latin, 3, 4.

*Tuesday, September 18.*

- 9.00 A. M.—11.30 A. M. . . . . English, Grammar and Composition.  
1.30 P. M.— 4.30 P. M. . . . . French.  
4.30 P. M.— 6.00 P. M. . . . . Botany.\*

*Wednesday, September 19.*

- 9.00 A. M.—11.30 A. M. . . . . English, Reading and Study.  
1.30 P. M.— 4.30 P. M. . . . . Physics. German.  
4.30 P. M.— 6.30 P. M. . . . . Greek.

*Thursday, September 20.*

- 4.00 P. M.—6.00 P. M. . . . . Plane Geometry.

*Saturday, September 22.*

- 9.30 A. M.—11.30 A. M. . . . . Algebra.

\* Laboratory note-books must be submitted as a part of the examination.

# DEFINITION OF REQUIREMENTS

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## ENGLISH (3)

### REQUIREMENT FOR 1915-1919

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

#### *Grammar and Composition*

One and one-half units

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

#### *Reading and Study*

One and one-half units

The second object is sought by means of two lists of books, headed respectively READING and STUDY, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

#### A. READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

##### GROUP I—CLASSICS IN TRANSLATION

The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Josue, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Aeneid*.

The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

##### GROUP II—SHAKESPEARE

<i>Midsummer Night's Dream</i>	<i>Richard II</i>
<i>Merchant of Venice</i>	<i>Richard III</i>
<i>As You Like It</i>	<i>Henry V</i>
<i>Twelfth Night</i>	<i>Coriolanus</i>
<i>The Tempest</i>	<i>Julius Cæsar</i>
<i>Romeo and Juliet</i>	<i>Macbeth</i>
<i>King John</i>	<i>Hamlet</i>

} If not chosen  
for study  
under B.

##### GROUP III—PROSE FICTION

Malory: *Morte d' Arthur* (about 100 pages).

Bunyan: *Pilgrim's Progress, Part I.*

Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag).

Defoe: *Robinson Crusoe, Part I.*

Goldsmith: *Vicar of Wakefield*.

Frances Burney: *Evelina*.

Scott's Novels: any one.

Jane Austen's Novels: any one.

Maria Edgeworth: *Castle Rackrent*, or *The Absentee*.  
Dickens's Novels: any one.  
Thackeray's Novels: any one.  
George Eliot's Novels: any one.  
Mrs. Gaskell: *Cranford*.  
Kingsley: *Westward Ho!* or *Hereward the Wake*.  
Blackmore: *Lorna Doone*.  
Hughes: *Tom Brown's Schooldays*.  
Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*.  
Cooper's Novels: any one.  
Poe: *Selected Tales*.  
Hawthorne: *The House of the Seven Gables*, or *Twice Told Tales*, or  
*Mosses from an Old Manse*.  
A collection of *Short Stories* by various standard writers.

GROUP IV—ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: *The Sir Roger de Coverley Papers*, or Selections  
from the *Tatler* and *Spectator* (about 200 pages).  
Boswell: Selections from the *Life of Johnson* (about 200 pages).  
Franklin: *Autobiography*.  
Irving: Selections from the *Sketch Book* (about 200 pages), or *Life of  
Goldsmith*.  
Southey: *Life of Nelson*.  
Lamb: Selections from the *Essays of Elia* (about 100 pages).  
Lockhart: Selections from the *Life of Scott* (about 200 pages).  
Thackeray: Lectures on *Swift, Addison, and Steele in the English Hu-  
mourists*.  
Macaulay: Any one of the following essays: *Lord Clive, Warren  
Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame  
d' Arblay*.  
Trevelyan: Selections from the *Life of Macaulay* (about 200 pages).  
Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages).  
Dana: *Two Years before the Mast*.  
Lincoln: *Selections*, including at least the two Inaugurals, the Speeches  
in Independence Hall and at Gettysburg, the Last Public Address,  
the Letter to Horace Greeley; together with a brief memoir or es-  
timate of Lincoln.  
Parkman: *The Oregon Trail*.  
Thoreau: *Walden*.  
Lowell: *Selected Essays* (about 150 pages).  
Holmes: *The Autocrat of the Breakfast Table*.  
Stevenson: *An Inland Voyage and Travels with a Donkey*.

Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and, *A Piece of Chalk*.

A collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of *Letters* by various standard writers.

GROUP V—POETRY

Palgrave's *Golden Treasury* (*First Series*): *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

Palgrave's *Golden Treasury* (*First Series*): *Book IV*, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B).

Goldsmith: *The Traveller* and *The Deserted Village*.

Pope: *The Rape of the Lock*.

A collection of English and Scottish *Ballads*, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads.

Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*.

Byron: *Childe Harold*, *Canto III or IV*, and *The Prisoner of Chillon*.

Scott: *The Lady of the Lake*, or *Marmion*.

Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Ar-mada*, *Ivyry*.

Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*.

Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "De Gustibus"—, *Instans Tyrannus*.

Arnold: *Sohrab and Rustum* and *The Forsaken Merman*.

Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

B. STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

#### GROUP I—DRAMA

Shakespeare: *Julius Cæsar*, or *Macbeth*, or *Hamlet*.

#### GROUP II—POETRY

Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*.

Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*.

The selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First series*).

#### GROUP III—ORATORY

Burke: *Speech on Conciliation with America*.

Macaulay's Two *Speeches on Copyright*, and Lincoln's *Speech at Cooper Union*.

Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

#### GROUP IV—ESSAYS

Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*.

Macaulay: *Life of Johnson*.

Emerson: *Essay on Manners*.

#### EXAMINATION

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts:

##### 1. *Grammar and Composition*

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make her own selections. She will not be expected to write more than four hundred words an hour.

## 2. Literature

The examination in literature will include:

A. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined above under A. READING. The candidate will be required to submit a list of books read in preparation for the examination, certified by the principal of the school in which she was prepared; but the books named in this list will not be made the basis of detailed questions.

B. A test on the books prescribed under B. STUDY above; which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

## HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814). . . . . One unit.

MEDIÆVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time. . . . . One unit.

ENGLISH HISTORY. . . . . One unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT. . . . . One unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

## LATIN (4)

### I. Amount and Range of the Reading Required

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, *Gallic War*, I-IV; Cicero, the orations against *Catiline*, for the *Manilian Law*, and for *Archias*; Vergil, *Æneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics* and *Aeneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

## *II. Scope of the Examinations*

(1) *Translation at Sight*.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading*.—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the *Manilian Law* and for *Archias*, and Vergil, *Aeneid I, II*, and either *IV* or *VI*, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition*.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

### *Suggestions Concerning Preparation*

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor

should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin she is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

#### *Subjects for Examination*

*As an assignment of values, 1, 2, 3 and 4 are counted as one unit each; but the total requirement to be counted as four units.*

1. Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2) including the prose works prescribed (see II, 2).
3. Cicero (orations for the *Manilian Law* and for *Archias* and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
4. Vergil (*Aeneid*, I, II, and either IV or VI, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (See I, 1 and 2).
5. Advanced Prose Composition (for advanced standing).

## GREEK (2 or 3)

### GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

### COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

### SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's *Anabasis*.

### XENOPHON.

The first four books of the *Anabasis*.

### HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

## FRENCH (2 or 3)

### MINOR REQUIREMENT (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and

the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des Montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédolière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le Petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Legouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mariet's *La Tâche du petit Pierre*, extracts from Michelet Sarcey's *Le Siège de Paris*, Verne's Stories.

### MAJOR REQUIREMENT (3)

**THE AIM OF THE INSTRUCTION.**—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

**THE WORK TO BE DONE.**—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's poems, Daudet's *La Belle Nivernaise*, La Brète's *Mon Oncle et mon Curé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's *L'Avare* and *Le Bourgeois Gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Seiglière*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers' *L'expédition de Bonaparte en Egypte*, Vigny's *La Canne de jonc*.

### GERMAN (2 or 3) MINOR REQUIREMENT (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the minor course in German the pupil should be able to read at sight and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sen-

tences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Germelshausen*; Heyse's *L'Arrabbiata*, *Das Mädchen von Treppe* and *Anfang und Ende*; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stökl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelmi's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das Kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

### MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes, with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Eschenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*; Hauff's *Lichtenstein*; Heine's poems; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolphs Page*; Moser's *Der Bibliothekar*; Mosher's *Willkommen in Deutschland*; Riehl's *Novellen*—for example, *Burg Neideck*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*; *Der Geisterseher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

## SPANISH (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

**THE WORK TO BE DONE.**—During the first year the work should comprise (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful, thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A selection of easy short stories and lyrics, carefully graded: Perez Escrich, *Fortuna*; Ramos Carrion and Vital Aza, *Zaragüeta*; Palacio Valdés, *Jose*; Pedro de Alarcon, *El Capitán*

*Veneno*; the selected short stories of Pedro de Alarcon or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's *History of Spanish Literature*.

The requirement in Spanish, which follows the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, is based upon recommendations made by a committee of that Association in December, 1910.

## MATHEMATICS (2½)

### ALGEBRA.

#### i. ALGEBRA TO QUADRATICS.

One unit.

The four fundamental operations for rational algebraic expressions. Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

#### ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations. Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the  $n$ th term and the sum of the terms of arithmetic and geometric progressions, with applications.

### PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures, the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for two and a half years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

### PHYSICS\* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

**LABORATORY NOTE-BOOK.**—Every candidate must present at the time of, and as a part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

### CHEMISTRY† (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

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\* The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

† The requirement in chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

**OUTLINE.**—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen*, *hydrogen*, *carbon*, *nitrogen*, *chlorine*, *bromine*, *iodine*, *fluorine*, *sulphur*, *phosphorus*, *silicon*, *potassium*, *sodium*, *calcium*, *magnesium*, *zinc*, *copper*, *mercury*, *silver*, *aluminum*, *lead*, *tin*, *iron*, *manganese*, *chromium*.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen-sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (= activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

**LABORATORY NOTE-BOOK.**—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.

2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

### BOTANY\* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

**OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.**—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferæ, Rosacæ, Leguminosæ, Umbelliferæ, Labiatæ, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Lillacæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vauchia*, *Spirogyra*, and a photophyte (*Sphaerella*).

\* For a more detailed statement of the requirements in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

**PHYSIOLOGY.**—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

**ECOLOGY.**—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

## ZOOLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

## MUSIC ENTRANCE REQUIREMENTS

### A. THEORY.

The examination will consist:

1. Of a written test in theory and will be adapted to the proficiency of those who have had one year's systematic training with one lesson a week of an hour's duration or its equivalent. The candidate should have acquired a knowledge of the rudiments of music scales, intervals and staff notation, including the terms and expression marks in common use.
2. Of a test in musical dictation of intervals and simple melodies.

### B. PIANO.

The examination in this subject will consist of a test in scale playing: in octaves, third, sixth, tenth and in contrary motion. (The correct playing as to tone and evenness of the scale will be considered, more than speed.) The applicant, further, must have acquired a knowledge of playing pieces, equivalent to the grade of Beethoven Op. 2 No. 1; Mozart, Fantasie, and Sonata C minor; Bach, the two-part Invention; Chopin, easier Preludes and Valses; Schumann, "Arabesques", "The Evening", and "Novelette" E minor; McDowell "Woodland Sketches"; Rubinstein, "Romance" E flat; etc. The applicant also has to prove her ability to play at sight compositions in the grade of the easier Mozart Overtures.

## EXPENSES

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The charge for tuition for one year to all students is . . . . . \$150 00  
From this there is no deduction in case of withdrawal.

The charge for board and residence for one year varies from . . . . .	375 00
According to the size and situation of the room occupied by the student	to 500 00
Board in the Christmas vacation is charged extra per week . . . . .	7 00
Dinner and luncheon to non-resident students for one year . . . . .	100 00
For chemicals and breakage in the laboratories . . . . .	15 00
Drawing or Painting for special students in art for one year . . . . .	100 00
Drawing or Painting for students in the regular college course . . . . .	50 00
Piano lessons and daily use of instrument for one year . . . . .	120 00
Organ lessons and daily use of instrument for one year . . . . .	100 00
Fee for the degree of Bachelor of Arts . . . . .	15 00
Fee for the degree of Master of Arts . . . . .	25 00
Certificate Fee . . . . .	5 00
Gymnasium Fee per semester . . . . .	2 00
Use of Natatorium per semester . . . . .	5 00
Lessons in Swimming per semester . . . . .	10 00

*One-half of the annual fee for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.*

Payments must be made before a student can take her place in the class-room.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be kept to a student's credit during her residence and will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before August 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room is required to pay an extra fee of ten dollars.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

*The degree will not be granted to any student unless her College bills are paid before Commencement.*

## SCHOLARSHIPS

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A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence with single room at the College for the full course of four years; others relieve the student of one-half of this expense for the full College course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

**The Bishop Harkins Scholarship**, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

**The Reverend Thomas Scully Scholarships**, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only to a graduate of a school taught by the Sisters of Notre Dame.

**The Chicago Scholarship**, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

**The Scholarship of the Notre Dame Alumnæ, Lowell**, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

**The L. A. A. O. H. Scholarship**, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open to any member of that organization.

**The Right Reverend Mgr. James F. Laughlin Scholarship**, founded in 1906 by the Baronius Club of Philadelphia; subject temporarily to nomination of Trinity College.

**The Rhode Island Women's Scholarship**, founded in 1906 by the Associate Board of Rhode Island and subject to its nomination.

**The Catherine Baker Holahan Scholarship**, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

**The Anna Hanson Dorsey Scholarship**, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents;

open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Helena, Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnæ, Sixth Street, Cincinnati, Ohio, founded in 1912 by the Notre Dame Alumnæ, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

The James F. Walsh Tuition Scholarship, founded in 1916 by Mrs. James F. Walsh, in memory of her husband.

*An endowment of twelve thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.*

*An endowment of six thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.*

*An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.*

## INSTRUCTION

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The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin and English, which are prescribed studies, with electives from the following: Greek, German, French, Spanish, English Literature, Mathematics, History, History of Art, Elocution and Music.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the general course, the prescribed studies of the group, and free electives.

**EXAMINATIONS IN COURSE.**—Two examinations, the mid-year and the final, are held in the classes every year.

Six weeks' continuous absence debars a student from all semester examinations. Absences in any course equivalent to one-third of the lessons will debar a student from examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent. A passing mark must be attained on all examinations in major subjects; and the average for each semester in these courses must be at least 75 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95-100 per cent; B, 85-95 per cent; C, 75-85 per cent; and D, 65-75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

# REQUIREMENTS FOR DEGREES

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## BACHELOR OF ARTS (A. B.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English . . . . .	(3)	English . . . . .	(2)	English . . . . .	(2)	Philosophy . . . . .	(3)
Latin . . . . .	(4)	2 Majors . . . . .	(6)	2 Majors . . . . .	(6)	Church History . . . . .	(1)
Philosophy . . . . .	(2)	Science . . . . .	(4)	Philosophy . . . . .	(2)	American History . . . . .	(2)
Scripture . . . . .	(1)	Philosophy . . . . .	(2)	Church History . . . . .	(1)	Religion . . . . .	(1)
Religion . . . . .	(1)	Scripture . . . . .	(1)	Religion . . . . .	(1)	Electives . . . . .	(8)
Electives . . . . .	(6)	Religion . . . . .	(1)	Electives . . . . .	(4)		
		Electives . . . . .	(2)				

## BACHELOR OF LETTERS\* (B. Litt.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English . . . . .	(3)	English . . . . .	(4)	English . . . . .	(4)	English . . . . .	(4)
Mod. Languages . . . . .	(6)	Mod. Languages . . . . .	(6)	Mod. Languages . . . . .	(3)	Mod. Languages . . . . .	(3)
Philosophy . . . . .	(2)	Philosophy . . . . .	(2)	Philosophy . . . . .	(2)	Church History . . . . .	(1)
Scripture . . . . .	(1)	Scripture . . . . .	(1)	Church History . . . . .	(1)	Philosophy . . . . .	(3)
Religion . . . . .	(1)	Religion . . . . .	(1)	Religion . . . . .	(1)	Religion . . . . .	(1)
Electives . . . . .	(4)	Electives . . . . .	(4)	American History . . . . .	(2)	Electives . . . . .	(3)
				Electives . . . . .	(3)		

## BACHELOR OF SCIENCE (B. S.)

<b>First Year.</b>		<b>Second Year.</b>		<b>Third Year.</b>		<b>Fourth Year.</b>	
	Units		Units		Units		Units
English . . . . .	(3)	English . . . . .	(2)	English . . . . .	(1)	Majors . . . . .	(5)
French or German . . . . .	(3)	French or German . . . . .	(3)	Majors . . . . .	(6)	Philosophy . . . . .	(2)
Mathematics . . . . .	(3)	Majors . . . . .	(7 or 8)	Church History . . . . .	(1)	Church History . . . . .	(1)
Science . . . . .	(4)	Philosophy . . . . .	(1)	Religion . . . . .	(1)	Religion . . . . .	(1)
Scripture . . . . .	(1)	Religion . . . . .	(1)	Second Science . . . . .	(4)	Electives . . . . .	(6)
Religion . . . . .	(1)	Electives . . . . .	(3)	Electives . . . . .	(4)		
Electives . . . . .	(2)						

\* Two years of college work in French and German are required.

## DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Letters (B. Litt.), or in Science (B. S.). Every candidate for the A. B., the B. Litt., or the B. S. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: with distinction (*cum laude*); WITH HIGH DISTINCTION (*magna cum laude*); WITH HIGHEST DISTINCTION (*Summa cum laude*).

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) or Master of Science (M. S.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of their ability to carry on the work for the Master's degree.

Students who have received the Master's degree from Trinity College, or any other college of satisfactory standing may complete their studies at Trinity for the degree of Ph. D. This graduate work is done under the direction of Professors of the University who are on the Faculty of Trinity, and the degree is conferred by the Catholic University.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June. Detailed information in regard to graduate work may be obtained from the Secretary of the College.

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## GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects: *e. g.* the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow:

## **GREEK AND LATIN**

### **SOPHOMORE YEAR**

**RELIGION.**

**GREEK.**

**LATIN.**

**SACRED SCRIPTURE.**

**SCIENCE.**

**PHILOSOPHY.**

**ELECTIVES:**

German. French. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

**ENGLISH.**

### **JUNIOR YEAR**

**RELIGION.**

**GREEK.**

**LATIN.**

**PHILOSOPHY.**

**ELECTIVES:**

German. French. Spanish.  
History. Mathematics.  
Economics.  
Science. Education. Sociology.  
History of Art.

**ENGLISH.**

### **SENIOR YEAR**

**RELIGION.**

**GREEK.**

**LATIN.**

**CHURCH HISTORY.**

**ELECTIVES:**

German. French.  
English. Spanish. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology. History of Art.

**HISTORY.**

## **LATIN AND GERMAN**

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

**GERMAN.**

SACRED SCRIPTURE.

SCIENCE.

PHILOSOPHY.

ELECTIVES:

Greek. French. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

ENGLISH.

### JUNIOR YEAR

RELIGION.

**LATIN.**

**GERMAN.**

CHURCH HISTORY.

ELECTIVES:

Greek. French. Spanish.  
Science. History. Mathematics.  
Education. Economics.  
Sociology.  
History of Art.

ENGLISH.

### SENIOR YEAR

RELIGION.

**LATIN.**

**GERMAN.**

CHURCH HISTORY.

ELECTIVES:

Greek. French.  
Spanish. English. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology. History of Art.

HISTORY.

## LATIN AND FRENCH

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

**FRENCH.**

SACRED SCRIPTURE.

SCIENCE.

PHILOSOPHY.

ELECTIVES:

Greek. German. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

ENGLISH.

### JUNIOR YEAR

RELIGION.

**LATIN.**

**FRENCH.**

PHILOSOPHY.

ELECTIVES:

CHURCH HISTORY.

Greek. German. Spanish.  
History. Mathematics.  
Economics.  
Science. Education. Sociology.  
History of Art.

ENGLISH.

### SENIOR YEAR

RELIGION.

**LATIN.**

**FRENCH.**

CHURCH HISTORY.

ELECTIVES:

PHILOSOPHY.

Greek. German.  
Spanish. English. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology. History of Art.

HISTORY.

## LATIN AND ENGLISH

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

**ENGLISH.**

SACRED SCRIPTURE.

Rhetoric and Composition.  
Literature.  
Philosophy.

PHILOSOPHY.

ELECTIVES:

Greek. German.  
French. Spanish. Economics.  
Sociology.  
History. Mathematics.  
History of Art.

SCIENCE.

### JUNIOR YEAR

RELIGION.

**LATIN.**

**ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

PHILOSOPHY.

ELECTIVES:

Greek. German.  
French. Spanish.  
History. Mathematics. Science.  
Education. Economics.  
Sociology.  
History of Art.

CHURCH HISTORY.

### SENIOR YEAR

RELIGION.

**LATIN.**

**ENGLISH.**

CHURCH HISTORY.

ELECTIVES:

Greek. German.  
French. Spanish. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology.  
History of Art.

HISTORY.

## **GERMAN AND FRENCH**

### **SOPHOMORE YEAR**

**RELIGION.**

**GERMAN.**

**SACRED SCRIPTURE.**

**FRENCH.**

**PHILOSOPHY.**

**ELECTIVES:**

Greek. Latin. Spanish.

Mathematics. History.

Economics.

Sociology. History of Art.

**ENGLISH.**

### **JUNIOR YEAR**

**RELIGION.**

**GERMAN.**

**PHILOSOPHY.**

**FRENCH.**

**CHURCH HISTORY.**

**ELECTIVES:**

Greek. Latin. Spanish.

History. Mathematics.

Science. Education. Economics.

Sociology. History of Art.

**ENGLISH.**

### **SENIOR YEAR**

**RELIGION.**

**GERMAN.**

**CHURCH HISTORY.**

**FRENCH.**

**PHILOSOPHY.**

**ELECTIVES:**

Greek. Latin.

Spanish. English. Science.

Mathematics. History.

Economics.

Philosophy. Education.

Sociology.

History of Art.

**HISTORY.**

## **ENGLISH AND GERMAN**

### SOPHOMORE YEAR

RELIGION.

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

SACRED SCRIPTURE.

#### **GERMAN.**

PHILOSOPHY.

#### ELECTIVES:

Greek. Latin.  
French. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

SCIENCE.

### JUNIOR YEAR

RELIGION.

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

PHILOSOPHY.

#### **GERMAN.**

#### ELECTIVES:

Greek. Latin.  
French. Spanish.  
Mathematics. History.  
Science. Economics. Sociology.  
Education. History of Art.

CHURCH HISTORY.

### SENIOR YEAR

RELIGION.

#### **ENGLISH.**

CHURCH HISTORY

#### **GERMAN.**

#### ELECTIVES:

Greek. Latin.  
French. Spanish. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology.  
History of Art.

HISTORY.

## **ENGLISH AND FRENCH**

### **SOPHOMORE YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

**SACRED SCRIPTURE.**

#### **FRENCH.**

**PHILOSOPHY.**

#### **ELECTIVES:**

Greek. Latin.  
German. Spanish. History.  
Economics.  
Mathematics. Sociology.  
History of Art.

**SCIENCE.**

### **JUNIOR YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

**PHILOSOPHY.**

#### **FRENCH.**

#### **ELECTIVES:**

Greek. Latin.  
German. Spanish.  
Mathematics. History.  
Science. Economics. Sociology.  
Education. History of Art.

**CHURCH HISTORY.**

### **SENIOR YEAR**

**RELIGION.**

#### **ENGLISH.**

#### **FRENCH.**

**CHURCH HISTORY.**

#### **ELECTIVES:**

Greek. Latin.  
German. Spanish. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology.  
History of Art.

**HISTORY.**

## HISTORY AND THE SOCIAL SCIENCES

### SOPHOMORE YEAR

RELIGION.

#### **HISTORY.**

Modern History.

SACRED SCRIPTURE.

#### **SOCIAL SCIENCE.**

Elements of Sociology.

PHILOSOPHY.

#### ELECTIVES:

History of Art.

Elements of Economics.

Greek. Latin. German.

French. Spanish. Mathematics.

ENGLISH.

#### SCIENCE.

### JUNIOR YEAR

RELIGION.

#### **HISTORY.**

American Political History.

PHILOSOPHY.

#### **SOCIAL SCIENCE.**

CHURCH HISTORY.

#### ELECTIVES:

Comparative Study of Modern  
Governments.

Irish History.

English History.

Economics.

History of Art.

Greek. Latin. German. French.

Spanish. Science.

Education.

ENGLISH.

### SENIOR YEAR

RELIGION.

#### **HISTORY.**

American Constitutional History.

#### **SOCIAL SCIENCE.**

Comparative Study of Modern  
Governments.

CHURCH HISTORY.

#### ELECTIVES:

History of XIX Century.

Contemporary History.

Economics.

Sociology.

Greek. Latin. German.

Spanish. French. English.

Philosophy. Education.

History of Art.

PHILOSOPHY.

## COURSES OF STUDY

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### RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths.

1. APOLOGETICS.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
2. GOD AND MAN.—The Unity and Trinity of God. Creation. Original Sin. The Incarnation. The Redemption. The Mother of God.
3. SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
4. RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's *Handbook of Religion* and Schanz's *Christian Apology* are recommended for collateral reading.

## SACRED SCRIPTURE

1. General Introduction to the Old Testament; Number and Classification of the Books. The Hebrew Bible; Greek, Latin, and English Versions.

Special Introduction: Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books.  
Prescribed for Freshmen.

*One hour weekly.*

2. General Introduction to the New Testament: Notion, Contents, and Division of the New Testament. The Gospels. The Life of Christ as portrayed by the Gospels; His Miracles, prophecies, parables, and discourses. Acts of the Apostles. Epistles.

Prescribed for Sophomores.

*One hour weekly.*

## CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems, and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition, and services of Christian women as exemplified in the history of Catholicism.

- 1 a. THE CHURCH IN THE GRAECO-ROMAN WORLD. (A. D. 29–476)** The foundation of the Christian religion; the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the Christian writings of the first three centuries. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of the Church; the transition from imperial to barbarian society.
- b. THE CHURCH IN THE MIDDLE AGES. (A. D. 476–1303)** The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms. The empire of Charlemagne and the temporal power of the Pope; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations.
- c. (A. D. 1303–1517)** The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism.
- 2 a. (A. D. 1517–1648)** The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.
- b. (A. D. 1648–1789)** Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.
- c. (1789–1900)** The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences;

condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Juniors and Seniors.

*One hour weekly.*

## PHILOSOPHY

### 1. LOGIC.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Prescribed for Freshmen.

*Two hours weekly.*

### 2. BRIEFER COURSE IN LOGIC.

This course is designed for students who enter college with advanced standing, but have not studied logic.

*One semester, two hours weekly.*

Prescribed for those who can not follow 1, and for students working for B. S. degree.

### 3. PSYCHOLOGY.

The methods employed in the psychological research are explained and illustrated. A historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

*One semester, two hours weekly.*

Prescribed for Sophomores.

### 4. INTRODUCTION TO PHILOSOPHY.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

*One semester, two hours weekly.*

Prescribed for Sophomores.

## **5. GENETIC PSYCHOLOGY.**

Aim and methods; analysis of mental development; processes, factors, results; application to the training of the child in home and school; meaning of development for the ultimate explanation of mental life.

Open to Juniors.

*One semester, two hours weekly.*

## **6. ETHICS.**

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Prescribed for Seniors.

*Two hours weekly.*

## **7. HISTORY OF PHILOSOPHY.**

- a. ANCIENT PERIOD.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.
- b. MEDIEVAL PERIOD.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.
- c. MODERN PERIOD.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

*Two hours weekly.*

Prescribed for Juniors.

## **8. CONTEMPORARY PHILOSOPHY**

Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism, Scholasticism.

Prescribed for Seniors.

*One semester, two hours weekly.*

## 9. AESTHETICS.

Reality and its transcendental attributes; definition of the Beautiful; relation to the Good and the True; objective constituents of the Beautiful; the Aesthetic Feeling; definition of Art; its relation to life; Idealism and Realism; the purpose of Art; Art and Religion; fundamental principles of literary and artistic criticism; historical survey; recent and contemporary theories.

*One semester, two hours weekly.*

Open to Seniors.

# EDUCATION

## 1. HISTORY, ANCIENT AND MEDIÆVAL.

- a. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.
- b. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.
- c. Christian Education. Scholastic Era; Ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

*First semester, two hours weekly.*

Elective for Seniors.

## 2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

*Second semester, two hours weekly.*

Elective for Seniors.

### **3. THE SCIENCE AND ART OF STUDY.**

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises. *First semester, two hours weekly.*

**Elective for Juniors.**

### **4. THE PHILOSOPHY OF EDUCATION.**

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

**Elective for Juniors.** *Second semester, two hours weekly.*

### **5. THE PSYCHOLOGY OF EDUCATION.**

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences. *First semester, two hours weekly.*

**Elective for Seniors.**

### **6. GENERAL AND SPECIAL METHODS.**

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

**Elective for Seniors.** *Second semester, two hours weekly.*

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Philosophy 3 (Psychology) and Philosophy 6 (Ethics) of the Department of Philosophy. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

## THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German and French serves a threefold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

### GREEK

1. Grammar. Exercises in writing Greek. Xenophon, *Anabasis*. General introduction to the study of Greek.

*Five hours weekly.*

Open to students who did not present Greek at entrance.

2. Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition.

*Five hours weekly.*

Open to students who have finished 1 or who presented minor Greek at entrance.

3. New Testament Greek. Selections from the Christian writers.

*Three hours weekly.*

Open to students who have finished 1, or who presented minor Greek at entrance.

4. Homer, *Odyssey*. Books I, II, VI and VII. Prose composition.

Lectures—History of Greek literature to the Elegy.  
Homeric Antiquities. *One semester, three hours weekly.*

Open to students who have finished 2, or who presented major Greek at entrance.

5. Lysias, *Orations*, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.  
*One semester, three hours weekly.*

Open to students who have finished 2, or who presented major Greek at entrance.

6. Plato, *Apology* and *Crito*. Prose composition.  
Lectures—The Philosophy of Plato.  
*One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major  
Greek at entrance.
7. Euripides, *Medea*, *Alcestis* and *Hecuba*. Prose composition.  
Lectures—The Rise and Development of Tragedy.  
*Three hours weekly.*  
Prescribed for Sophomores in the Greek groups.
8. Sophocles, *Antigone*, *Oedipus Tyrannus*, or *Electra*. Advanced  
prose composition.  
Lectures—The Greek Dramatists.  
*One semester, three hours weekly.*  
Open to Juniors in the Greek groups.
9. Lyric and Bucolic Poetry. Advanced prose composition.  
Lectures—The Elegy. The Dorian, Æolian, and Alexan-  
drine Schools.  
*One semester, three hours weekly.*  
Open to Juniors in the Greek groups.
10. Aristophanes, *Selections*. Advanced prose composition.  
Lectures—The Attic Comedy.  
*One semester, three hours weekly.*  
Open to Juniors in the Greek groups.
11. Plato, *Republic*.  
*Two hours weekly.*  
Open to Juniors in the Greek groups.
12. Aristotle, *Poetics*.  
*One semester, three hours weekly.*  
Open to Seniors who have finished the requirements of the Greek  
groups.
13. Thucydides, *Book VII*.  
*One semester, two hours weekly.*  
Open to Seniors who have finished the requirements of the Greek  
groups.
14. Æschylus, *Agamemnon* and *Seven Against Thebes*.  
*One semester, three hours weekly.*  
Open to Seniors who have finished the requirements of the Greek  
groups.

15. Pindar, *Selected Odes*. *One semester, two hours weekly.*  
Open to Seniors who have finished the requirements of the Greek groups.
16. Lucian, *The Dream, Dialogues of the Dead, The Sale of the Philosophers*. *One semester, two hours weekly.*  
Open to Juniors or Seniors.
17. Homer, *Iliad, Books XVIII-XXIV*.  
Open to Juniors or Seniors. *One semester, two hours weekly.*
18. General review of Greek literature. Greek Syntax.  
*One hour weekly.*  
Open to Seniors who have finished the requirements of the Greek groups.
19. Greek History from original sources. *One hour weekly.*  
Open to all students in Greek except Freshmen.
20. Greek Myths. *One hour weekly.*  
Open to all students except Freshmen.
21. In 1916-1917 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.  
This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required.  
*Five hours weekly.*  
For Graduates.

## LATIN

1. Livy, *Book I.* Horace, *Odes* and *Epodes*. Prose composition.  
Prescribed for Freshmen.  
  
*Four hours weekly.*
2. Cicero, *Letters*. Tacitus, *Agricola*. Horace, *Satires* and *Epistles*. Ovid, *Selections*. Prose composition.  
Prescribed for Sophomores in the Latin groups.  
  
*Three hours weekly.*
3. History of Latin Literature. Reading of representative selections.  
Prescribed for Juniors in the Latin groups.  
  
*Two hours weekly.*
4. Roman Life. Selected readings from Juvenal, *Satires*. Martial, *Epigrams*.  
Prescribed for Juniors in the Latin groups.  
  
Pliny, *Letters*,  
*One hour weekly.*
5. General Review of Latin Syntax. Practice in writing Latin.  
Prescribed for Juniors in the Latin groups.  
  
*One hour weekly.*
- 6.\* Roman Comedy. Plautus and Terence, *Selected Plays*.  
Elective for Seniors in the Latin groups.  
  
*Two hours weekly.*
- 7.\* Roman History from Sources. Readings from Livy, Sallust, Tacitus, Suetonius.  
Elective for Seniors in the Latin groups.  
  
*Two hours weekly.*
- 8.\* Roman Philosophy. Cicero, *Tusculan Disputations*. Lucretius, *Books I and V*.  
Elective for Seniors.  
  
*Two hours weekly.*

\* Not more than two of these courses will be given in any one year.

- 9.\* Roman Poetry. Vergil, *Books VII-XII*. Selected readings from the elegiac poets. *Two hours weekly.*  
Elective for Seniors.
- 10.\* Roman Rhetoric. Cicero, *De Oratore*. Quintilian, *De Institutione Oratoria, Book X.* *Two hours weekly.*  
Elective for Seniors.
11. Advanced Prose Composition. *One hour weekly.*  
Elective for Seniors.
12. Introduction to Paleography. *One hour weekly.*  
Elective for Seniors.
13. Methods of Teaching Latin. *One hour weekly.*  
Elective for Seniors.
- 14, 15, 16, 17. Sight Reading. *One hour weekly.*  
Elective for Freshmen, Sophomores, Juniors and Seniors, respectively.

#### GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

- 18.\* Historical Grammar. History of the sounds and inflections of the Latin language. *Two hours weekly.*
- 19.\* Roman Antiquities. Public and private life of the Romans. Topography of ancient Rome. *One hour weekly.*
20. Latin Inscriptions. *Two hours weekly.*
21. Special Study of the stylistic peculiarities of a selected author as major work for the M. A. degree. *Five hours weekly.*

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\* Not more than two of these courses will be given in any one year.

## GERMAN

1. Grammar. Readings and selected lyrics with practice in writing and speaking German. *Three hours weekly.*  
Open to students who did not present German at entrance.
2. Grammar. Prose composition. Reading. Conversation.  
*First semester, five hours weekly.*  
Open to students who presented minor requirements in German.
3. Grammar. Prose composition. Modern and classical prose and verse. *Second semester, five hours weekly.*  
Open to students who completed 2 or equivalent.
4. Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading.  
*Three hours weekly.*  
Open to students who presented major requirements in German.
5. Grammar. Prose composition. This course is designed to meet individual needs of students. *One hour weekly.*  
Open to Freshmen and Sophomores.
6. The Classical Drama.  
Dramas of Lessing, Goethe, and Schiller are read and interpreted in class with the study of their dramatic construction according to the principles laid down in Freytag's *Technik des Dramas*. *Two hours weekly.*  
Open to students who completed 3 or 4.
7. Kleist and Grillparzer.  
A study of their life and works. *Two hours weekly.*  
Open to students who completed 3 or 4.
8. Scientific German.  
Readings in current scientific literature.  
Primarily for students in scientific groups. *Three hours weekly.*
9. General Survey of German Literature. *Two hours weekly.*  
Open to students who completed 6 or 7.

**10. German Conversation.**

Discussion of current events and assigned topics.

Open to all students in German.

*One hour weekly.*

**11. Nineteenth Century Drama.**

Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others.

*Two hours weekly.*

Open to Seniors.

**12. Nineteenth Century Novel.**

Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Freytag, Herbert, Keller, and others.

Open to Seniors.

*Two hours weekly.*

**13. Grammar Review.**

A detailed discussion of theoretical grammar from the standpoint of the high school teacher. *One hour weekly.*

Prescribed for Seniors making German a major.

**FOR UNDERGRADUATES AND GRADUATES**

**14. Modern German Poetry.**

Weber's *Dreizehnlinde*, Scheffel's *Trompeter von Säkkingen* and other epic poems. *Two hours weekly.*

**15. German Lyric Poetry since the time of Goethe.**

Special attention will be given to the study of rhythm and metre. *Two hours weekly.*

**16. Romantic Writers.**

The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland. *Two hours weekly.*

**17. Middle High German.**

Grammar and reading of Middle High German texts. *Two hours weekly.*

**18. Germanic Mythology and Antiquities.** *One hour weekly.*

**19. History of German Culture from the close of the Thirty Years' War to the close of the nineteenth century.**

Lectures and assigned readings. *Two hours weekly.*

**20. Middle High German (second-year course).**

Critical study of the court epics and the Minnesingers. *Two hours weekly.*

**21. Old High German.**

Braune, *Althochdeutsches Lesebuch.* *Two hours weekly.*

**22. History of the German Language.**

Lectures and readings with special reference to Modern High German. *One hour weekly.*

**23. Seminar in German Literature.**

The aim is to train graduate students in the scientific methods of the historical and critical study of literature. *Two hours weekly.*

**24. German Literary Criticism.**

The lectures trace the development of literary and aesthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered. *One hour weekly.*

## FRENCH

1. Aldrich and Foster, *Elementary French*. Special study of irregular verbs. Reading of modern prose.  
This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.  
*Three hours weekly.*  
Open to students who did not present French.
  
2. Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.  
*Three hours weekly.*  
Open to students who presented minor requirements in French.
  
5. Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.  
*Three hours weekly.*  
Open to students who presented major requirements in French.
  
6. Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading.  
*Three hours weekly.*  
Open to students who have completed 5.
  
7. Original prose: description and narration. *One hour weekly.*  
Open to students who have completed 6.
  
8. Elementary French conversation and composition. Talks on assigned readings. *One hour weekly.*  
Open to students with permission of the Professor.
  
9. Advanced French conversation and composition. Discussion on current topics. *One hour weekly.*  
Open to students with permission of the Professor.

10. French social life and manners. Advanced conversation and composition. *One hour weekly.*  
Prescribed for students making French a major.
11. History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period. *Two hours weekly.*  
Prescribed for students who have completed 6.
12. Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries. *One hour weekly.*  
Open to students who have completed 6 and 11.
13. The French Novel. Lectures and collateral reading. *One hour weekly.*  
Open to students who have completed 6.
14. Special study of the writers of the nineteenth century. Lectures and collateral reading. *Two hours weekly.*  
Open to students who have completed 6 and 11.
15. French Epic Poetry with special study of Victor Hugo and Lamartine. *One hour weekly.*  
Open to students who have completed 11.
16. Lyric Poetry with introduction to French versification. *Second semester, one hour weekly.*  
Open to students who have completed 11 and 15.
17. A rapid review of French literature dealing only with writers of first importance. *One hour weekly.*  
Open to all students with permission of the Professor.
18. Special course in pronunciation and elocution. *One hour weekly.*  
Open to all students with permission of the Professor.

19. Philology. Phonology. Morphology. Old French.  
*Second semester, one hour weekly.*  
Open to Seniors who have completed 11 and 14.
20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching.  
*One hour weekly.*  
Prescribed for students making French a major.
21. A short course. Reading, prose composition, and conversation.  
*Two hours weekly.*  
Open to Juniors and Seniors.
22. Scientific French. Readings in scientific literature.  
*One hour weekly.*

#### GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

23. The French Novel from J. J. Rousseau to René Bazin.  
Works of J. J. Rousseau, Bernardin de St. Pierre, Chateaubriand and the English Influence, Madame de Staël and the German Influence, Victor Hugo, Honoré de Balzac, George Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet.  
*Two hours weekly.*
24. Literary criticism in France since the seventeenth century.  
Special study of the Querelle des Anciens et des Modernes, Sainte Beuve, Victor Cousin, Taine, Brunetière, and Faguet.  
*Two hours weekly.*

25. Literature of the French Salons; with a special study of the literary women of the seventeenth century. *Two hours weekly.*
26. Parallel between Corneille and Racine, with a careful study of three tragedies of each. *Three hours weekly.*
27. Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force, and ease, the results of thinking connectedly in French. *Three hours weekly.*
28. The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée. *Three hours weekly.*

## SPANISH

1. Elementary Spanish. Grammar. Reading of easy Spanish texts. Conversation. *Three hours weekly.*
2. Grammar and exercise in composition. Reading of modern prose. Conversation. *Three hours weekly.*  
Open to students who have taken 1.

3. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
5. Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
6. The History of Spain. Lectures, readings and recitations. *Two hours weekly.*  
Open to students who have taken 1 and 2.

## ENGLISH

1. Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature. *Three hours weekly.*  
Prescribed for Freshmen.
2. Argumentation. This course aims to apply the principles of logic to English composition. Several short arguments oral and written give practice in the methods of deductive and inductive proof, and the refutation of typical fallacies. Argumentative essays and magazine articles are analyzed. At least one long brief and the corresponding forensic are required. Toward the end of the course the oral composition takes the form of class debates. *Two hours weekly.*  
Prescribed for Sophomores.

3. Briefer course in argumentation. This course is designed for students who enter college with advanced standing and who are unable to follow English 2.

*Second semester, two hours weekly.*

4. Versification. English poetry studied from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of verse.

*One hour weekly.*

Prescribed for students making English a major.

5. Advanced composition.

*Two hours weekly.*

Open to Seniors.

6. Prose composition. This course is designed to meet the individual needs of students.

*One hour weekly.*

8. Chaucer and Spenser. A study of the best known of the *Canterbury Tales*, with attention to their sources, language, and grammar. One book of the *Faery Queene*.

*First semester, two hours weekly.*

Open to Sophomores.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

*First semester, one hour weekly.*

Open to Sophomores.

10. Shakespeare. Life and works. Detailed study of four plays, with reading and discussion of the most important histories, comedies, and tragedies.

Open to Sophomores. *Second semester, two hours weekly.*

11. Milton. His life, purpose, and achievement. Study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

*Second semester, one hour weekly.*

Open to Sophomores.

13.\* The Classical Age. While chief attention in this course is given to Dryden and Pope, other authors of the period, especially Addison and Steele, are included. The life, work, and influence of these authors are studied, as well as the historical background.

Open to Juniors.

*First semester, two hours weekly.*

15. English Poetry from the publication of the Lyrical Ballads to the present day. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Robert Browning and Elizabeth Barrett Browning. The Celtic Revival. Francis Thompson. The poets of to-day.

Prescribed for Juniors.

*Two hours weekly.*

16. Seminar in Recent Literature.

*One hour weekly.*

Open to Juniors.

18.\* Tennyson. Lectures on his life and art, with special attention to his development as a literary artist. The principal poems are read, and all the minor ones that illustrate this development.

Open to Juniors.

*Second semester, two hours weekly.*

19. Prose Fiction. Jane Austen, Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least two novels by each of the authors named above.

*Two hours weekly.*

Open to Seniors. [Not given in 1917-1918.]

20. English Prose, exclusive of fiction, from the founding of the *Edinburgh Review* to the present day. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Stevenson, Cardinal Newman.

*Two hours weekly.*

Open to Seniors.

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\* Given in alternate years.

21. History of American Literature. The Colonial, Revolutionary, and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists.

Open to Freshmen.

*Three hours weekly.*

23. Literary Criticism. The nature and function of criticism. The history of literary criticism in England. Examination of the methods and materials used by such critics as Matthew Arnold, Pater, and Stedman, and by the reviewers of the present day. Practical work in critical exposition.

*Two hours weekly.*

Primarily for graduates, but open with permission to undergraduates who have completed the major requirement in English.

24. Historical English. A survey of the history of the English language. Introduction to old English grammar. Cook, *First Book in Old English*.

Open to Sophomores.

*Two hours weekly.*

25. Old English prose and verse. Bright, *Anglo-Saxon Reader*. *Beowulf* (Shücking's text). *Two hours weekly.*

Open to Juniors who have completed Course 24.

26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied. *Two hours weekly.*

Primarily for graduates, but open to undergraduates who have completed Course 25.

The English Department reserves the right to withdraw any elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English, Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

## HISTORY AND THE SOCIAL SCIENCES

The object of the course in History is three-fold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations, private readings and seminars.

1. **MEDIÆVAL HISTORY TO 1517.**—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to the study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediaeval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course:—the Teutonic nations; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System; the extension of Mohammedanism; the scope and results of the Crusades; the Hundred Years' War; the revival of classical learning; the geographical discoveries.

Open to Freshmen.\*

*Two hours weekly.*

2. **EUROPEAN HISTORY 1517-1815.**—This course traces the history of Europe to the close of Napoleon's career. Attention is devoted to the following topics:—the political changes caused by the Reformation; England in the era of religious revolution; the Thirty Years' War; the Age of Louis XIV; the rise of Prussia; the Seven Years' War; the expansion of England; the causes, principles, and chief events of the French Revolution; the rise of Napoleon; the establishment of the Empire; the Napoleonic era in its French and European aspects.

*Two hours weekly.*

Open to Sophomores.

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\* History 1 is prerequisite to later elections, if such elections are to be recognized as major work in history and economics.

**3. HISTORY OF THE NINETEENTH CENTURY.**—This course is planned to give a general outline of the history of the nineteenth century. It includes the following topics:—the Congress of Vienna; the epoch of reform in England; Ireland and Home Rule; the political changes in France; the rise and development of contemporary Germany; the creation of united Italy and the loss of the temporal power of the Popes; the rise of Japan; the relations between Russia, Turkey and the Balkan States.

Open to Juniors and Seniors.

*Two hours weekly.*

**4. CONTEMPORARY HISTORY.**—This course deals with current history and is designed to give the student a knowledge of present day events.

*One hour weekly.*

Open to Juniors and Seniors.

**5. AMERICAN POLITICAL HISTORY TO 1861.**—This course is designed to give the student a general knowledge of American Political History from the period of discoveries to the beginning of the Civil War. The following are among the subjects considered:—Spain, France, and England in North America; intercolonial wars; the causes and events of the American Revolution; the United States under the Articles of Confederation; the Constitution; the causes and results of the war of 1812; the Jacksonian epoch; the war with Mexico.

Open to Juniors.

*First semester, two hours weekly.*

**AMERICAN POLITICAL HISTORY FROM 1861 TO THE PRESENT DAY.**—Among the subjects considered in this course are the following:—the controversy over slavery; the question of secession; the Civil War and the period of reconstruction; the commercial and industrial growth of the United States; the Spanish-American War; the United States in the Pacific.

Open to Juniors.

*Second semester, two hours weekly.*

- 6. AMERICAN CONSTITUTIONAL HISTORY.**—The object of this course is to acquaint the student, in a more special manner, with the rights and duties of American citizenship. Among the subjects considered the following may be mentioned:—the Articles of Confederation; the formation of the Constitution; some recent State constitutions; local government—county and town; the initiative, referendum and recall; the question of women's rights.

*Two hours weekly.*

Prescribed for Seniors.

- 7. IRISH HISTORY.**—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the history of the Irish people in modern times.

*One semester, two hours weekly.*

Open to Juniors and Seniors.

- 8. ENGLISH POLITICAL HISTORY.**—This course covers the mediæval and modern period of English History. The study of industrial and social conditions receives special attention.

*One semester, two hours weekly.*

Open to Juniors and Seniors.

- 9. COMPARATIVE STUDY OF MODERN GOVERNMENTS.**—This course embraces an analysis of the problems of self-government and a comparative study of the existing systems of government in the principal modern states.

Open to Juniors and Seniors.

*One hour weekly.*

## ECONOMICS AND SOCIOLOGY

- 1. \*ELEMENTARY ECONOMICS.**—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution, and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

*One year, two hours weekly.*

Open to Sophomores, Juniors, Seniors.

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\* Economics 1 and History 1 are prerequisites for major work in Economics.

- 2. INDUSTRIAL HISTORY OF ENGLAND.**—A study of industrial forms, with particular attention to villenage, home manufactures, and the factory system.

*First semester, two hours weekly.*

Open to students who have taken Economics 1.

- 3. INDUSTRIAL HISTORY OF THE UNITED STATES.**—Study of the industrial and commercial relations during the colonial and revolutionary periods; history of protective tariff; and growth of manufactures; history of transportation; economic basis of slavery; the rise of the labor movement.

*Second semester, two hours weekly.*

- 4. THE LABOR MOVEMENT.**—Aims and method of labor unions; labor legislation with particular reference to work of women and children, workmen's compensation and minimum wage laws.

*First semester, two hours weekly.*

Open to students who have taken Economics 1.

- 5. ECONOMIC ASPECTS OF SOCIALISM.**—

*Second semester, two hours weekly.*

- 6. THE DISTRIBUTION OF WEALTH.**—The actual distribution. Its moral aspects. Proposals for improving the present distribution.

*Two hours weekly.*

- 7. ELEMENTARY SOCIOLOGY.**—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social processes.

*One year, two hours weekly.*

- 8. CAUSES AND RELATIONS OF POVERTY.**—Analysis of characteristic processes and traits found among the poorer classes; aims and methods in organized charity; relations of social, political and industrial reform to the prevention of poverty; the social theory and practice of Catholic charity.

*One year, two hours weekly.*

## MATHEMATICS

1. SOLID GEOMETRY.—Demonstrations of propositions; applications of principles to numerical examples.  
*One semester, three hours weekly.*
2. TRIGONOMETRY.—Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss's Formulae, applications.  
*One semester, three hours weekly.*
3. TRIGONOMETRY, ANALYTIC GEOMETRY.—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences. *One year, three hours weekly.*  
Recommended for students who wish to take Physics; also for the Science Degree.
4. ADVANCED ALGEBRA. *One semester, three hours weekly.*
5. ANALYTIC GEOMETRY.—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola. *One semester, three hours weekly.*  
Open to students who have taken 2.
6. CALCULUS, DIFFERENTIAL AND INTEGRAL.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration. *One year, three hours weekly.*  
Open to students who have taken 2, 4, and 5, or 3.
7. THEORY OF EQUATIONS AND DETERMINANTS.—Continuation of  
4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants. *One semester, three hours weekly.*  
Open to students who have taken 2, 4, and 5, or 3.

8. CALCULUS (SECOND COURSE.)—More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications.  
*One semester, three hours weekly.*  
Open to students who have taken 6.
9. ANALYTIC GEOMETRY (SECOND COURSE.)—A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions.  
*One year, two hours weekly.*  
Open to students who have taken 4 and 5, or 3.
10. HISTORY OF MATHEMATICS. *One year, one hour weekly.*  
Open to students who have taken 6.
11. TEACHERS' COURSE.—A critical review of Algebra and Geometry with a view to modern methods of teaching.  
*Two semesters, two hours weekly.*  
Open to Seniors who have taken 1, 2, 4, 5, and 6, or 3 and 6.
12. ANALYTIC MECHANICS.—Special attention is paid to the mathematical theory of Mechanics.  
Open to graduates and to undergraduates who have completed the Major Requirements in Mathematics.
13. DIFFERENTIAL EQUATIONS.—General linear equations with constant coefficients; special forms of differential equations of higher order; integration in series.  
*One semester, three hours weekly.*  
Primarily for graduates, but open with permission to undergraduates who have completed 8.
14. VECTOR ANALYSIS. *Three hours weekly.*  
Open to graduates.
15. PROJECTIVE GEOMETRY. *Three hours weekly.*  
Open to graduates.

# PHYSICS

1. GENERAL PHYSICS.—Lectures, readings, recitations, and laboratory exercises in the fundamental principles of the science.

Properties of Matter; Heat; Light.

*First semester, five hours weekly.*

Sound; Electricity; Magnetism.

Open to Sophomores. *Second semester, five hours weekly.*

This course deals almost entirely with the development of physical fact and is mainly experimental and descriptive in its nature. No knowledge of physics is presupposed.

2. ADVANCED PHYSICS.—Mechanics; Geometrical Optics.

*First semester, five hours weekly.*

Theory of Heat; Thermometry; Calorimetry; Elementary Thermodynamics. *Second semester, five hours weekly.*

3. WAVE MOTION AND SOUND.

*Three hours weekly.*

Open to students who have completed 1.

4. ETHER WAVES.—Phenomena and laws of interference and diffraction; optical instruments; dispersion; spectrum analysis; color phenomena; polarization; propagation in crystalline media. *One semester, five hours weekly.*

Open to students who have completed 2.

5. GENERAL DESCRIPTIVE PHYSICS.

*Three hours weekly.*

This is a special course arranged for students who desire to learn the general principles and methods of physics by a study of its several branches. It is adapted for students who have had no previous study of physics.

6. ELECTRICITY.

*Three hours weekly.*

Open to students who have taken 1 or 2.

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\* Mathematics 3 is a prerequisite for major work in Physics.

## CHEMISTRY

1. INORGANIC CHEMISTRY.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice.  
*Four hours weekly.*  
Open to Sophomores.
2. QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations.  
*First semester, four hours weekly.*  
Open to students who have completed 1.
3. QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis.  
*Second semester, four hours weekly.*  
Open to students who have completed 2.
4. ORGANIC CHEMISTRY.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.  
Open to students who have completed 1.  
*Four hours weekly.*
5. ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
6. ADVANCED LABORATORY COURSE.—Special work in Organic Preparations, or Advanced Analytical Chemistry.  
*One semester, three hours weekly.*  
Open to students who have completed 1, 2, 3 and 4.
7. HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.  
*One semester, two hours weekly.*  
Open to students who have completed 1.

- 8. FOOD CHEMISTRY.**—A study of the chemistry of proteins, fats and carbohydrates with special emphasis upon the composition of such foods as flour, milk, butter, meat, etc. The adulteration, sterilization and preservation of foods.

*One hour weekly.*

- 9. THE TEACHING OF CHEMISTRY.**—Lectures, recitations, and practice work.

## BIOLOGY

### 1. GENERAL BIOLOGY.

This course is designed to acquaint the student with the fundamental principles of animal and plant life as a preparation for the further study of botany and zoölogy. It also furnishes an opportunity for gaining a practical knowledge of general biology.

By the study of amoeba and other protozoa, saccharomyces, protoccus and non-pathogenic bacteria, the student becomes familiarized with the unicellular organism; by the study of hydra, obelia, and spirogyra, with the multicellular.

The earthworm, crayfish, perch, frog, and rabbit are chosen as typical forms of animal life. The liverwort, moss, fern, pine, and sun-flower are studied to introduce the student to botany.

The course is conducted by means of lectures, laboratory work and field excursions. Special attention is paid to the drawing of objects studied in the laboratory. Individual use of the microscope. Dissection of animal forms as well as the differentiation and generalization of their various structures and functions.

It is desirable that those who enter this course have an elementary knowledge of physics and chemistry.

Open to Sophomores.

*Five hours weekly.*

### **3. GENERAL BOTANY.**

In this course the foundation principles of plant biology are considered, including a study of plant life in general with reference to the morphology, function and development of plants, their relations to light, soil, moisture, and other biotic conditions that make up their environment.

During the second semester the time is devoted to systematic botany with a study of typical plants representing the more general group of engiosperms.

The work in this course is supplemented by visits to the Department of Agriculture, the Botanical Gardens, and by field excursions with the special aim of making the student familiar with the flora of the locality.

Open to Sophomores.

*Five hours weekly.*

### **4. ANIMAL HISTOLOGY AND TECHNIQUE.**

This course consists of lectures with a study in the laboratory of the microscopic structure of the various tissues and organs. Its aim is to train the student by individual practice in the killing, fixing and sectioning of specimens, the preparation of media, as well as the staining and mounting of slides and other methods of microscopic technique.

This course presupposes ability to manipulate the microscope and some knowledge of general biology.

*Three hours weekly.*

Open to students who have completed 1.

### **5. COMPARATIVE ANATOMY OF VERTEBRATES.**

This course is intended mainly for students who intend to prepare themselves for the work of teaching biology or who for any other reason desire a deeper insight into the forms of animal life than can be obtained in the course in general biology.

In this course typical organisms will be studied in their relations to one another. The skull, shoulder and pelvic girdles will be followed from the fishes to the mammals. In like manner the nervous, circulatory and muscular systems will be studied as variations of a fundamental structure that is to be found throughout the various classes of vertebrates.

Comparative Anatomy alone can give the student that insight into the structure of organisms which reduces the burden of memory to a minimum and impresses facts by a rational group of relations. *Three hours weekly.*

Open to students who have completed 1 or 2.

**6. COMPARATIVE MORPHOLOGY AND TAXONOMY OF THE FUNGI.**

Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development. General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work. *Three hours weekly.*

Open to students who have taken 3.

**7. MORPHOLOGY AND TAXONOMY OF THE PTERIDOPHYTA, BRYOPHYTA AND ALGÆ.**

Study of typical genera. Laboratory and field work. Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work.

Open to students who have taken 3. *Three hours weekly.*

**8. DENDROLOGY. BIOLOGICAL AND TAXONOMICAL** study of the trees and shrubs of the vicinity. Field observations and laboratory investigations upon the structure and development of woody structures. *Three Hours Weekly.*

Open to students who have taken 3.

**9. PLANT PHYSIOLOGY.**

Advanced work on the phenomena of respiration, photosynthesis, metabolism, nutrition, growth movement, irritability of plants, their reaction to changed surroundings, transformations, and modes of reproduction.

Open to Seniors. *Three hours weekly.*

#### **10. EMBRYOLOGY.**

A laboratory course in the development of the chick with lectures on the typical forms of ova, the formation of germ layers and developments of the organs of the body.  
Open to Seniors.

*Three hours weekly.*

#### **11. PHILOSOPHY OF NATURE.**

In this course the data of science will be presented as the foundation of generalizations of theoretical interest. The theory of the cell will be studied in its relation to modern concepts of Mendalism and Eugenics. The problems of life, heredity and evolution, the relation of body and mind, of God and the world will be considered. General Biology is advised as a pre-requisite but not required.

Open to all students in science.

*One hour weekly.*

#### **12. GENERAL PHYSIOLOGY AND HYGIENE.**

An elementary course in physiology and hygiene intending to give an outline of the general principles of the normal functions of the body combined with a study of personal and domestic hygiene and sanitary science.

Open to all students.

*One hour weekly.*

#### **13. MICROSCOPIC DRAWING.**

A practical course in drawing designed to acquaint the student with the principles of delineation and color as an aid to an intelligent interpretation of objects viewed under the microscope and to accuracy of detail in representing them in pen and ink, pastel and water colors.

This course is advised to students taking 4 and 8.

### **HISTORY OF ART**

**1. Historic development of the Arts. Decorative and expressive Art.** Fundamental principles underlying art expression; their practical application illustrated in decoration.

*One semester, one hour weekly.*

Open to Juniors and Seniors.

2. Historic Ornament. Origin and development of style in Architecture. Place of Architecture in modern culture.  
Open to Seniors. *One semester, one hour weekly.*
3. The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome. *One hour weekly.*  
Open to all students.
4. Early Christian Art. Christian Symbolism. Early Florentine Painters. The Dawn of the Renaissance.  
Open to first-year students. *First semester, one hour weekly.*
5. History of Painting. Special study of the High Renaissance. Leonardo da Vinci, Michelangelo, Raphael, and Titian. Italian Sculpture.  
Open to first-year students. *Second semester, one hour weekly.*
6. Venetian and Spanish Painting. French, Flemish, Dutch and German Schools. Pre-Raphaelitism.  
*First semester, one hour weekly.*  
Open to students who have taken 4 and 5.
7. The development of Art in America. Special study of the works of the earlier Painters to those of the present day.  
*Second semester, one hour weekly.*  
Open to students who have completed 4 and 5.

The courses extending through four semesters present an opportunity for a student to cover a considerable part of the field of the History of Art.

While it is not absolutely essential that a student should have taken 1 and 2 in order to be admitted to 3, 4, 5 and 6, it is desirable that a sequence should be observed, and that the historical evolution of the great art epochs should be approached in such a manner as to contribute the largest educational values.

The Courses in the History of Art are given in the O'Conor Art Gallery, and in the Holahan Social Hall of Trinity College, where a large and valuable collection of paintings, engravings and sculpture affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

## ELOCUTION

### 1. Enunciation and Training of the Voice.

This course aims to develop the proper use of voice, clear enunciation, and correct pronunciation in daily speech as well as in public address.

### 2. Training of the body and voice.

This course is a continuation of Elocution 1 with more advanced work.

### 3. General Principles of Vocal Expression.

### 4. Dramatic Reading.

This course deals with the analysis of characters. Scenes selected for memorizing and acting.

Two plays studied.

Open to all Students.

## PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

## STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The Literary Society,  
The Dramatic Society,  
The Glee Club,  
The Mandolin Club,  
The Current Events Club,  
The Classical Club,  
Le Cercle Français,  
The Chemical Society,  
The Paschal Circle,  
The Christ Child Society, and  
The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

## SWIMMING-POOL

The Swimming-pool, erected in 1916 at a cost of \$25,000.00, is the gift of the Alumnae of the College, and is destined to form part of the Gymnasium to be erected when funds are complete. The pool is white tile, 25 by 60 feet, with a graduated depth of 4 to 7½ feet. A patent overflow provides for the sanitation of the pool by carrying off surface water. There are adequate conveniences of marble showers and dressing-rooms, steel lockers, drying-room, manicuring and shampooing room, and a beautiful solarium for rest and recreation. An instructor is always in attendance to provide lessons in swimming and to watch the safety of those using the pool.

## COLLEGE DISCIPLINE

The College insists on regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in College, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz., daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

## TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the Secretary informed of their addresses.

## NEEDS OF THE COLLEGE

Steady improvements have been made in the building and equipment of the College since its foundation, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample

assurance that mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

A Science Building.

A Gymnasium Building.

ASSOCIATION  
OF THE  
FOUNDERS OF TRINITY COLLEGE

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Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living or dead, every Saturday

# DEGREES CONFERRED BY TRINITY COLLEGE

## BACHELOR OF ARTS

1904

Coleman, Anna Aloysius, Pelham Manor, New York.	Greek and Latin Group.
Dooly, Margaret Louise, Salt Lake City, Utah.	Greek and German Group.
Gavin, Blanche Manning, Quincy, Massachusetts.	Greek and Latin Group.
Gray, Marion Alice, St. Louis, Missouri.	Greek and Latin Group.
Griffin, Eleanor Patricia, New York City.	Latin and French Group.
Lamb, Elizabeth Gertrude, Worcester, Massachusetts.	English and French Group.
Linahan, Agatha Anna, New Haven, Connecticut.	English and French Group.
McDevitt, Margaret Mary, Lancaster, Pennsylvania.	English and French Group.
McEnelly, Katharine Mary, Hopkinton, Massachusetts.	Greek and Latin Group.
*McGorrisk, Mary Ellen, Des Moines, Iowa.	German and French Group.
McMahon, Florence Elizabeth, Worcester, Massachusetts.	Latin and French Group.
O'Mahoney, Helen Loretto, Lawrence, Massachusetts.	English and German Group.
Parsons, Elsie Marie, Philadelphia, Pennsylvania.	Greek and Latin Group.
Rottermann, Marie Frances, Dayton, Ohio.	Latin and German Group.
*Rudge, Florence Marie, Youngstown, Ohio.	Latin and English Group.

## BACHELOR OF LETTERS

1904

Mary Eléonor Sheridan, Dubuque, Iowa.

## MASTER OF ARTS

1905

McEnelly, Katharine Mary, A. B., Trinity College, Hopkinton, Massachusetts.	Greek and German.
Rudge, Florence Marie, A. B., Trinity College, Youngstown, Ohio.	Latin and English.

\* Deceased.

## BACHELOR OF SCIENCE

1905

Gray, Marian Alice,  
A. B., Trinity College,  
St. Louis, Missouri.

Chemistry and Mathematics.

## BACHELOR OF ARTS

1905

Casey, Ella Josephine,  
B. L., Smith College,  
Lee, Massachusetts.

English and French Group.

Brosseau, Marguerite Marie,  
Chicago, Illinois.

English and French Group.

Burke, Anna Ellen,  
Boston, Massachusetts.

Greek and French Group.

Doyle, Julia Mary,  
Chicago, Illinois.

Latin and German Group.

Feenan, Mary Agnes,  
Salem, Massachusetts.

Latin and French Group.

Hayes, Miriam Barbara,  
New York City.

Latin and French Group.

Meehan, Mary Regis,  
Jamaica Plain, Massachusetts.

German and French Group.

MacDonald, Jane Louise,  
Boston, Massachusetts.

Latin and German Group.

O'Brien, Anna,  
Somers, Montana.

Latin and Mathematics Group.

O'Crowley, Edna Madeleine,  
Newark, New Jersey.

English and German Group.

O'Donohue, Katherine,  
Omaha, Nebraska.

English and German Group.

Scanlan, Helen Brendan,  
Pawtucket, Rhode Island.

Latin and German Group.

Sullivan, Blanche Laura,  
Cincinnati, Ohio.

Greek and German Group.

## BACHELOR OF ARTS

1906

Doherty, Mary Elizabeth,  
Worcester, Massachusetts.

German and Mathematics Group.

Kennedy, Mary Agnes,  
Charlestown, Massachusetts.

French and Botany Group.

O'Neil, Sara Treanor,  
Somerville, Massachusetts.

French and English Group.

Vlymen, Josephine Mary,  
Hempstead, New York.

Greek and Latin Group.

Young, Spalding,  
Lexington, Kentucky.

Latin and English Group.

## BACHELOR OF LETTERS

1906

Collins, Anna Ivan, North Adams, Massachusetts.

## BACHELOR OF ARTS

1907

Bradley, Mary Agnes, Worcester, Massachusetts.	Chemistry and English Group.
Cummings, Margaret, Fall River, Massachusetts.	Chemistry and English Group.
Doyle, Katharine Mary, Holyoke, Massachusetts.	History and German Group.
*Eagan, Veronica, Philadelphia, Pennsylvania.	English and French Group.
Feenan, Alice Gertrude, Salem, Massachusetts.	English and French Group.
Green, Mary Joanna, Everett, Massachusetts.	English and French Group.
Higgins, Mary Isabel, Westerly, Rhode Island.	Latin and German Group.
Kelly, Cecilia Clare, Brooklyn, N. Y.	Latin and French Group.
Kennedy, Elizabeth Rose, Amsterdam, New York.	English and German Group.
Linehan, Helen Gertrude, Cambridge, Massachusetts.	English and French Group.
Loughran, Elizabeth Ward, Warren, Rhode Island.	Greek and Latin Group.
McCaffrey, Mary Cecilia, Omaha, Nebraska.	Latin and English Group.
McGorrisk, Susan, Des Moines, Iowa.	English and French Group.
McKenna, Mary Elizabeth, New York City.	Mathematics and Latin Group.
*McMahon, Blanche Gertrude, Worcester, Massachusetts.	Botany and English Group.
Moore, Elizabeth Frances, Springfield, Massachusetts.	Latin and English Group.
O'Crowley, Irene Mary, Newark, New Jersey.	English and German Group.
Ryan, Alice Mary, Brooklyn, N. Y.	Latin and English Group.
Schofield, Helen Teresa, Chicago, Illinois.	English and German Group.
St. Clair, Mary Rose, Collinsville, Connecticut.	Latin and English Group.

## BACHELOR OF LETTERS

1907

Connors, Mary Margaret,  
Buffalo, New York.

Fagan, Marie Alice,  
Pittsburgh, Pennsylvania.

\* Deceased.

## MASTER OF ARTS

1908

McNamara, Helen Catherine,  
A. B., Cornell University, 1907,  
Binghamton, New York,  
Sociology and History Group.

## BACHELOR OF ARTS

1908

Butler, Anna Patricia, Cambridge, Massachusetts.	Latin and English Group.
Callahan, Lilian, Albany, New York.	English and French Group.
Callaghan, Margaret Mary, Haverhill, Massachusetts.	Latin and German Group.
Connelly, Mary Mildred, Bradford, Pennsylvania.	Latin and German Group.
Dansby, Ora Maria, Fort Smith, Arkansas.	German and Mathematics Group.
Gavagan, Beatrice Antoinette, Los Angeles, California.	English and French Group.
Holohan, Louise Catharine, Waterbury, Connecticut.	Latin and French Group.
Kelly, Agatha Rose, Penn Yan, New York.	Latin and English Group.
Madden, Marie Regina, Brooklyn, New York.	Latin and English Group.
McQuaid, Janet Louise, Holyoke, Massachusetts.	English and French Group.
Merkle, Elizabeth Wenis, Chillicothe, Ohio.	German and French Group.
Simon, Marie Louise, Philadelphia, Pennsylvania.	English and German Group.
Vlymen, Helen Teresa, Hempstead, New York.	Greek and Latin Group.

## BACHELOR OF LETTERS

1908

Murray, Mary Katharine, Troy, New York.

## BACHELOR OF ARTS

1909

Daeley, Bertha Liguori, Devil's Lake, North Dakota.	English and French Group.
Harrington, Constance Helen, O'Neill, Nebraska.	French and Chemistry Group.
Logan, Martha Teresa, South Boston, Massachusetts.	English and Chemistry Group.
Maher, Agnes Mary, Utica, New York.	Latin and English Group.
Moynehan, Lilian Teresa, Glens Falls, New York.	English and French Group.
Moriarty, Mary Teresa, Springfield, Massachusetts.	English and French Group.
Murphy, Mary Desmond, Norwich, Connecticut.	English and French Group.
Murray, Mary Catharine, Grand Rapids, Michigan.	Latin and German Group.
O'Dwyer, Mary, Texarkana, Arkansas.	English and French Group.
Sallaway, Margaret Mary, Dorchester, Massachusetts.	Latin and French Group.
Shine, Honoria Kennelly, Holyoke, Massachusetts.	English and French Group.
Showel, Mary Cecilia, Toledo, Ohio.	English and Mathematics Group.
Sullivan, Helen Esther, Chicago, Illinois.	Latin and French Group.

## BACHELOR OF LETTERS

1909

Flynn, Mary Storrs, Dorchester, Massachusetts.	Lorando, Rosario, Washington, District of Columbia.
Hannan, Olivia Honora, Irionton, Ohio.	McGrane, Mary Elizabeth, Cincinnati, Ohio.
Kennedy, Martha Mary, Worcester, Massachusetts.	Nolan, Helen Teresa, Reading, Pennsylvania.
Yund, Laura Louise, Amsterdam, New York.	

## BACHELOR OF ARTS

1910

Baillargeon, Emma Lucile, Seattle, Washington.	English and French Group.
Barnes, Beatrice Frances, Madison, Wisconsin.	English and German Group.
Barnes, Dorothy Mary, Madison, Wisconsin.	English and German Group.
Brady, Agnes Constance, Fall River, Massachusetts.	Latin and German Group.
Degnan, Katherine Helen, Providence, Rhode Island.	Greek and Latin Group.
Droste, Mary Teresa, Grand Rapids, Michigan.	German and Chemistry Group.
Finn, Rose Helene, Holyoke, Massachusetts.	Greek and Latin Group.
Galligan, Loretta, Taunton, Massachusetts.	Latin and French Group.
Hays, Jeannette, Canton, Ohio.	Latin and German Group.
Kennedy, Clara Christine, Amsterdam, New York.	English and History Group.
Larkin, Hazel Frances, Bartlesville, Oklahoma.	English and History Group.
Lennon, Edith Marie, Lowell, Massachusetts.	French and History Group.
McKeever, Helen Margaret, Hollywood, California.	English and German Group.
McKeough, Mary Elizabeth, Amsterdam, New York.	English and History Group.
McNally, Marie Aloysius, White Haven, Pennsylvania.	English and Mathematics Group.
Meagher, Alice Ellzabeth, Pawtucket, Rhode Island.	Latin and Mathematics Group.
Reavey, Lilian Monica, Springfield, Massachusetts.	French and Chemistry Group.
Schofield, Gertrude Margaret, Chicago, Illinois.	English and French Group.
Strootman, Bertha Josephine, Buffalo, New York.	German and Chemistry Group.
Walsh, Katherine Louise, Davenport, Iowa.	English and French Group.

## BACHELOR OF LETTERS

1910

Connolly, Gertrude Adeline, Tulsa, Oklahoma.	Kerby, Mary Catherine, Washington, District of Columbia.
Sullivan, Elizabeth Louise, Bangor, Maine.	

## MASTER OF ARTS

1911

Reilly, Mary Louise,  
A. B., Smith College, 1910,  
Brockton, Mass.

Philosophy and History Group.

## BACHELOR OF ARTS

1911

Boughan, Amy,  
Chicago, Illinois.  
Brownell, Rosalind,  
Waterbury, Connecticut.  
Callaghan, Agnes Laurentia,  
Haverhill, Massachusetts.  
Finnegan, Agnes Marie,  
New Britain, Connecticut.  
Galvin, Mary Bashford,  
East Greenwich, Rhode Island.  
Graves, Agnes Elizabeth,  
Albany, New York.  
Greeley, Kathleen Josephine,  
Holyoke, Massachusetts.  
Hanlon, Mary Elizabeth,  
Hillsboro, Ohio.  
Harrity, Isabelle Josephine,  
Philadelphia, Pennsylvania.  
Hennessey, Margaret Mary,  
Milwaukee, Wisconsin.  
Herron, Ellen Alice,  
Auburn, New York.  
Kenny, Victoria,  
Scranton, Pennsylvania.  
Lombard, Grace Marion,  
Worcester, Massachusetts.  
Martin, Mary Louise,  
Waterbury, Connecticut.  
Maxwell, Mary Margaret,  
Dakota City, Nebraska.  
McCann, Catherine Vincentia,  
New York City.  
McCarthy, Lucy Anne,  
Troy, New York.  
McDonald, Edith,  
Minneapolis, Minnesota.  
McLoughlin, Catharine,  
Worcester, Massachusetts.  
MacMahon, Mary Julia,  
Holyoke, Massachusetts.

Greek and Chemistry Group.  
Latin and French Group.  
Latin and Mathematics Group.  
Latin and History Group.  
Latin and French Group.  
Latin and History Group.  
Greek and Latin Group.  
Latin and German Group.  
English and French Group.  
English and History Group.  
English and German Group.  
Latin and Mathematics Group.  
English and German Group.  
Latin and French Group.  
German and French Group.  
French and History Group.  
Greek and Latin Group.  
English and German Group.  
English and History Group.  
Greek and Latin Group.

O'Brien, Eleanor Cruice, St. Paul, Minnesota.	English and History Group.
O'Neil, Patience Mary, Akron, Ohio.	Latin and French Group.
Pace, Marguerite Elise, Covington, Kentucky.	English and Latin Group.
Sheehan, Helena Gertrude, Buffalo, New York.	English and Chemistry Group.
Shillow, Agnes Mary, Columbia, Pennsylvania.	Latin and German Group.
Simms, Zita, Attleboro, Massachusetts.	Latin and German Group.
Sutcliffe, June Frances, Pawtucket, Rhode Island.	Latin and German Group.
Splane, Anne Mary, Manchester, New Hampshire.	English and History Group.
Wallis, Clare Marie, Philadelphia, Pennsylvania.	English and German Group.

### BACHELOR OF LETTERS

1911

Byrne, Esther, Omaha, Nebraska.	Carraher, Imogene Julia, Seattle, Washington.
O'Leary, Marguerite, Richibucto, N. B.	

### MASTER OF ARTS

1912

Barry, Alice Ernestine, A. B., Boston University, Malden, Massachusetts.	Philosophy and History Group.
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### BACHELOR OF ARTS

1912

Barrett, Corinne Anne, Caribou, Maine.	Latin and French Group.
Boyle, Anne Margaret, Sharon, Pennsylvania.	German and Mathematics Group.
Burns, Mary Christine, Bangor, Maine.	Greek and History Group.
Finn, Katherine Agnes, Dedham, Massachusetts.	Latin and German Group.
Giblin, Mary Alice, Scranton, Pennsylvania.	Latin and English Group.
Haag, Florence Grandon, New York City.	Latin and French Group.
Hastings, Mary Madeleine, Medford, Massachusetts.	English and French Group.

Kays, Cecilia Katherine, Los Angeles, California.	Greek and Latin Group.
Kempel, Caroline Barbara, Akron, Ohio.	German and Mathematics Group.
McCaffrey, Evelyn Elizabeth, Omaha, Nebraska.	English and French Group.
* McEnelly, Mary Cecilia, Hopkinton, Massachusetts.	English and French Group.
McFadden, Edith, Dubuque, Iowa.	German and History Group.
McQuade, Ellen Elizabeth, Lowell, Massachusetts.	Latin and German Group.
McSweeney, Katherine Florentine, Glen Falls, New York.	French and History Group.
Mills, Florence Jane, Fall River, Massachusetts.	Latin and German Group.
Mills, Alice Elizabeth, Fall River, Massachusetts.	Latin and German Group.
O'Malley, Regina Cecilia, Wilkes-Barre, Pennsylvania.	German and History Group.
Quinlan, Lucile Anne, St. Paul, Minnesota.	English and French Group.
Riley, Florence Marguerite, Binghampton, New York.	English and Chemistry Group.
Schofield, Mary Love, Chicago, Illinois.	English and German Group.
Sullivan, Julie Ellsbee, New York City.	English and French Group.
Townsend, Mary Grace, Washington, D. C.	English and History Group.
Vlymen, Mary Victoria, Hempstead, N. Y.	Greek and Latin Group.
Walsh, Mary Regina, Roxbury, Massachusetts.	English and German Group.
Walsh, Gertrude, Davenport, Iowa.	English and History Group.
Whitton, Mary Gertrude, Olean, New York.	German and History Group.

## BACHELOR OF LETTERS

1912

Driscoll, Marie Monica,  
Reading, Pennsylvania.

Gaynor, Maude Elizabeth,  
Nyack, New York.

Petersen, Alma Katherine,  
Fairmont, Minnesota.

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\* Deceased.

## MASTER OF ARTS

1913

\* McEnelly, Mary Cecilia,  
A. B., Trinity College,  
Hopkinton, Massachusetts.

Latin and German Group.

## BACHELOR OF ARTS

1913

Barrett, Margaret Alice,  
Buffalo, New York.  
Becker, Louise Lucy,  
Wilkes-Barre, Pennsylvania.  
Blake, Frances,  
Buffalo, New York.  
Bosch, Antoinette Katherine,  
Lake Linden, Michigan.  
Cabana, Ethel Adelaide,  
Buffalo, New York.  
Cashman, Frances Catherine,  
Newburyport, Massachusetts.  
Carpentier, Madeleine Jeanne,  
Washington, D. C.  
Connolly, Mary Ellen,  
Washington, D. C.  
Connolly, Margaret Genevieve,  
Bradford, Pennsylvania.  
Cronin, Helen Agnes,  
Manchester, New Hampshire.  
Cummings, Mary Catherine,  
Fall River, Massachusetts.  
Donovan, Alice Louise,  
Lynn, Massachusetts.  
Driscoll, Blanche Katherine,  
Buffalo, New York.  
Friel, Elizabeth Teresa,  
Waterville, Maine.  
\*Kean, Ruth Elizabeth,  
Manchester, New Hampshire.  
McDevitt, Rita Mary,  
Pawtucket, Rhode Island.  
McNeelis, Anne Claire,  
Johnstown, Pennsylvania.  
McQuaid, Dorothy Cecelia,  
Jacksonville, Florida.  
May, Mary Lucile,  
Superior, Wisconsin.  
Moriarty, Irene Collins,  
Waterbury, Connecticut.

English and German Group.  
English and German Group.  
German and Chemistry Group.  
English and German Group.  
English and French Group.  
English and German Group.  
History and French Group.  
Latin and English Group.  
Latin and German Group.  
Latin and German Group.  
Latin and German Group.  
Latin and English Group.  
English and History Group.  
Latin and German Group.  
Latin and German Group.  
English and French Group.  
English and Mathematics Group.  
English and French Group.  
English and History Group.  
Greek and Latin Group.

\* Deceased.

Morrison, Erin Rose, Prescott, Arizona.	Latin and Mathematics Group.
Norman, Margaret Catherine, Baltimore, Maryland.	English and French Group.
O'Donnell, Margaret Mary, Rock Island, Illinois.	Latin and English Group.
Scallion, Brighidin Trumble, Hancock, Michigan.	English and French Group.
Stokes, Helen Germaine, Scranton, Pennsylvania.	Greek and Latin Group.
Sullivan, Alice Elizabeth, Lowell, Massachusetts.	English and Chemistry Group.

### BACHELOR OF LETTERS

1913

Clarke, Florence Honora, Ortonville, Minnesota.	Scanlan, Lorine Agnes, Sioux Falls, South Dakota.
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### MASTER OF ARTS

1914

Donovan, Alice Louise, A. B., Trinity College, Lynn, Massachusetts.	Latin and English Group.
Driscoll, Blanche Katherine, A. B., Trinity College, Buffalo, New York.	Philosophy and History Group.
McDevitt, Rita Mary, A. B., Trinity College, Pawtucket, Rhode Island.	Philosophy and English Group.
Stokes, Helen Germaine, A. B., Trinity College, Scranton, Pennsylvania.	Greek and Latin Group.

### BACHELOR OF ARTS

1914

Beatty, Lilian Zita, Brooklyn, New York.	French and History Group.
Begg, Mary Elinor, Waterbury, Connecticut.	Latin and French Group.
Boughan, Margaret, Chicago, Illinois.	German and French Group.
Cashman, Pauline, Newburyport, Massachusetts.	Latin and German Group.
Clifford, Mary Louise, Lewiston, Maine.	English and French Group.
Conroy, Helen Mason, East Orange, New Jersey.	English and History Group.

Culligan, Anna Verda, St. Paul, Minnesota.	English and Sociology Group.
Duffy, Marguerite Anne, Chateaugay, New York.	Latin and French Group.
Fitz-Maurice, Blanche Althea, Chicago, Illinois.	History and Botany Group.
Farren, Adele, Cleveland, Ohio.	Greek and French Group.
Flannery, Elizabeth Angela, Yonkers, New York.	English and French Group.
Gaffney, Mary Margaret, Waterbury, Connecticut.	English and French Group.
Gallagher, Margaret Mary, Washington, D. C.	Latin and French Group.
Geier, Rose, Helena, Montana.	Latin and German Group.
Hayes, Mary Evangeline, Waterbury, Connecticut.	English and History Group.
Hildensperger, Marie Kathleen, Wausau, Wisconsin.	Latin and German Group.
Hodson, Mary Veronica, Waterbury, Connecticut.	English and French Group.
Hoey, Jennie Margarita, New York City, New York.	History and Political Economy.
Johnson, Mary Agnes, Kansas City, Missouri.	German and French Group.
Kelly, Alice Mae, Washington, D. C.	Latin and German Group.
Lennon, Mary Josephine, Pawtucket, Rhode Island.	English and German Group.
Lennox, Laura Louise, Haverhill, Massachusetts.	Latin and German Group.
Lynch, Marion Winnifred, Newtown, Connecticut.	French and Physics Group.
Lynch, Catherine Veronica, Newtown, Connecticut.	Latin and German Group.
Mahoney, Mary Josephine, Lowell, Massachusetts.	French and Spanish Group.
McCaffrey, Anna May, Amsterdam, New York.	English and History Group.
McCarron, Anne Elizabeth, Maynard, Massachusetts.	English and Physics Group.
McCarthy, Sarah Cecilia, Troy, New York.	Latin and English Group.
McMahon, Maude Estelle, Worcester, Massachusetts.	English and French Group.
McSweeney, Mary Elizabeth, Glens Falls, New York.	Latin and History Group.
McVay, Josephine Ursula, Pawtucket, Rhode Island.	Latin and German Group.
Murphy, Isabelle Frances, Washington, D. C.	German and French Group.
Nugent, Josephine Pauline, Waterbury, Connecticut.	Latin and French Group.
Smith, Gertrude Pauline, Worcester, Massachusetts.	English and Physics Group.

Sullivan, Julia Winifred, Fall River, Massachusetts.	German and French Group.
Taylor, Frances Denning, Dobbs Ferry-on-Hudson, N. Y.	Latin and English Group.
Tuite, Bertha Euphemia, Pawtucket, Rhode Island.	Greek and Latin Group.
Walsh, Elizabeth Zoe, Mobile, Alabama.	English and History Group.
Welch, Marion Florentia, Beverly, Massachusetts.	English and French Group.
White, Julia Clarke, Rome, New York.	Latin and History Group.

### BACHELOR OF LETTERS

1914

Collins, Margaret Mary, Washington, D. C.

### MASTER OF ARTS

1915

Mahoney, Mary Josephine, A. B., Trinity College, 1914, Lowell, Massachusetts.	French and Spanish Group.
Walsh, Elizabeth Zoe, A. B., Trinity College, 1914. Mobile, Alabama.	History and English Group.

### BACHELOR OF SCIENCE

1915

Fennessey, Elizabeth Mary, Boston, Massachusetts.	Mathematics and Physics Group.
Judge, Veronica Mary, Fall River, Massachusetts.	Mathematics and Chemistry Group.

### BACHELOR OF ARTS

1915

Bragan, Irene Mildred, Acton, Massachusetts.	German and Chemistry Group.
Clemons, Anna Sophia, Montesano, Washington.	Greek and English Group.
Connelly, Catharine Sheehan, Elmira, New York.	English and History Group.
Evans, Mary Frances, La Crosse, Wisconsin.	English and French Group.
Fallon, Mary Day, Worcester, Massachusetts.	English and History Group.
Feenan, Anna Margaret, Salem, Massachusetts.	Greek and Latin Group.

Gallagher, Dorothy, Kansas City, Missouri.	English and History Group.
Galligan, Mary Claire, Pueblo, Colorado.	English and French Group.
Gfroerer, Ruth Elizabeth, Chicago, Illinois.	Latin and German Group.
Hooley, Anne Sarachon, Nichols, Iowa.	Latin and German Group.
Jackson, Katharine Alice, Waterbury, Connecticut.	English and French Group.
Keenan, Addie Mary, Austin, Minnesota.	English and Biology Group.
Kramer, Marie Anna, Canton, Ohio.	Latin and French Group.
Kirwin, Carolyn North, Brooklyn, New York.	English and French Group.
Lane, Gertrude Mary, Washington, D. C.	Latin and French Group.
Lawler, Loretta Rose, Pittsburgh, Pennsylvania.	Latin and English Group.
Leonard, Elizabeth Anne, Wilkes-Barre, Pennsylvania.	Latin and German Group.
Long, Mary Ann Louise, Boston, Massachusetts.	English and Philosophy Group.
McArdle, Margaret Julia, Ware, Massachusetts.	Greek and Latin Group.
McCabe, Alice Loretta, Clinton, New York.	Latin and French Group.
McCarthy, Catherine Louise, Danbury, Connecticut.	English and French Group.
McCaskey, Catherine Agnes, Philadelphia, Pennsylvania.	Latin and German Group.
McWeeney, Margaret Elizabeth, Providence, Rhode Island.	Greek and Latin Group.
Maloney, Marguerite Louise, Woburn, Massachusetts.	English and French Group.
Mahony, Helen Paula, Roxbury, Massachusetts.	English and Chemistry Group.
Moore, Helen Louise, Washington, D. C.	English and History Group.
Murray, Helen Frances, Troy, New York.	German and French Group.
O'Connell, Regina Josephine, Marlborough, Massachusetts.	English and Chemistry Group.
Ryan, Marie Agnes, Philadelphia, Pennsylvania.	English and History Group.
Smith, Eileen Katharine, Fitchburg, Massachusetts.	German and French Group.
Walsh, Mary Dunne, Richmond, Virginia.	Latin and English Group.

## BACHELOR OF LETTERS

1915

La Follette, Clara, Pullman, Washington.

## MASTER OF ARTS

1916

Fallon, Mary Day, A. B., Trinity College, 1915, Worcester, Massachusetts.	History and Philosophy Group.
McCaskey, Catherine Agnes, A. B., Trinity College, 1915, Philadelphia, Pennsylvania.	Philosophy and Latin Group.

## BACHELOR OF SCIENCE

1916

McCarthy, Mary Elizabeth, Philadelphia, Pennsylvania.	Mathematics and Chemistry Group.
Monahan, Winifred Ellen, Central Falls, Rhode Island.	Mathematics and Chemistry Group.

## BACHELOR OF ARTS

1916

Boillin, Anne Elizabeth, Clarksville, Tennessee.	English and Political Science Group.
Boyle, Katherine Elizabeth, Fitchburg, Massachusetts.	Latin and French Group.
Brodbine, Helen Agnes, Beachmont, Massachusetts.	Spanish and English Group.
Brodbine, Anna Madeleine, Beachmont, Massachusetts.	French and History Group.
Brogan, Mary Christine, Cohasset, Massachusetts.	English and History Group.
Carlin, Katherine Frances, Roxbury, Massachusetts.	German and History Group.
Daily, Maureen Lewis, Bay City, Michigan.	French and Political Science Group.
FitzMaurice, Myrtle Virginia, Chicago, Illinois.	History and Political Science Group.
Garner, Esther Marie, Washington, D. C.	Latin and English Group.
Greene, Miriam Alice, Brooklyn, New York.	Latin and English Group.
Hanrahan, Florence Mary, Boston, Massachusetts.	Latin and History Group.
Kelleher, Margaret Claire, Ware, Massachusetts.	Latin and French Group.
Killorin, Alvera Marie, Wakefield, Massachusetts.	History and Political Science Group.
Lane, Margaret Mary, Washington, D. C.	History and Biology Group.
Leonard, Florence Marie, Cincinnati, Ohio.	Latin and English Group.

<b>McLachlan, Mary Lorena,</b> Danbury, Connecticut.	Latin and French Group.
<b>McManus, Frances,</b> Philadelphia, Pennsylvania.	Latin and English Group.
<b>Moormann, Catherine Marie,</b> Cincinnati, Ohio.	Latin and English Group.
<b>Morrison, Elizabeth Frances,</b> Worcester, Massachusetts.	German and English Group.
<b>Murphy, Mary Rose,</b> Buffalo, New York.	English and Mathematics Group.
<b>Nangle, Ruth Frances,</b> Brookline, Massachusetts.	French and Political Science Group.
<b>Parsons, Margaret Mary,</b> Philadelphia, Pennsylvania.	Latin and English Group.
<b>Quinn, Ellen Vincent,</b> Woonsocket, Rhode Island.	German and Physics Group.
<b>Reavey, Loretto Justinian,</b> Springfield, Massachusetts.	English and Biology Group.
<b>Sharkey, Sara Veronica,</b> Johnstown, Pennsylvania.	English and History Group.
<b>Smith, Kathleen Marie,</b> Riverdale, Maryland.	English and Chemistry Group.
<b>Smith, Mary Harvey,</b> Ferguson, Missouri.	English and French Group.
<b>Unruh, Marie Irma,</b> Mobile, Alabama.	English and History Group.
<b>Vlymen, Felicita,</b> Hempstead, New York.	Latin and German Group.
<b>Walsh, Helen Marie,</b> Memphis, Tennessee.	History and Political Science Group.
<b>Wimsatt, Florence Josephine,</b> Washington, D. C.	Latin and English Group.

## BACHELOR OF LETTERS

1916

**McManus, Mary Frances, Concord, Massachusetts.**

# ENROLMENT OF STUDENTS

1916-1917

## GRADUATE STUDENTS

Boughan, Amy,	Chicago, Ill.
A. B., Trinity College, 1911.	
Boyle, Katherine Elizabeth,	Fitchburg, Mass.
A. B., Trinity College, 1916.	
Wimsatt, Florence Josephine,	Washington, D. C.
A. B., Trinity College, 1916.	

## SENIOR CLASS

Baker, Anna Josephine,	Worcester, Mass.
Baker, Estelle Margaret,	Worcester, Mass.
Barry, Catherine,	Chicopee, Mass.
Brennan, Bessie,	Wilkes-Barre, Penna.
Burns, Margaret Frances,	North Adams, Mass.
Callahan, Dorothy Louise,	Washington, D. C.
Canfield, Aileen,	Hancock, Mich.
Cavey, Ruth Elizabeth,	Woodstock, Md.
Conlin, Eleanor Miriam,	Worcester, Mass.
Daly, Colette Marie,	Naugatuck, Conn.
Donahoe, Eleanor Claire,	Middletown, Conn.
Donahue, Zita Louise,	Columbus, Ohio.
Enright, Marie Elizabeth	Pittsfield, Mass.
Friday, Laura Marie,	Washington, D. C.
Gaffney, Florence Elizabeth,	Cadillac, Mich.
Galvin, Anne Patricia,	Bedford, Mass.
Geier, Mary Genevieve,	Washington, D. C.
Gillon, Eileen Bernadette,	Milford, Mass.
Holland, Agnes Julia,	Brookline, Mass.
Johnson, Alice Josephine,	New York City, N. Y.
Judge, Mary Elizabeth,	Fall River, Mass.
Kean, Florence Rose,	Manchester, N. H.
Kelly, Mabel Mary,	Great Barrington, Mass.
Kimmel, Anna,	Altoona, Penna.
Lawler, Anna Marie,	Coudersport, Penna.
Loftus, Mary Frances,	Lawrenceville, Ill.
Loughran, Miriam Elizabeth,	Springfield, Mass.
McCarthy, Helen Margaret,	Lewiston, Maine.
McCormick, Eleanor,	Pittsfield, Mass.
McFadden, Nöel Marie,	Dubuque, Iowa.

McGrath, Anna Dorothy,  
MacHale, Kathleen Gertrude,  
McQuillan, Hazel St. Clair,  
Maas, Marie Genevieve,  
Maher, Emily Katherine,  
Matthews, Olive Gertrude,  
Murphy, Helen Shahan,  
Neary, Agnes Buckley,  
O'Malley, Marie Catherine,  
Pace, Anna Lee,  
Power, Juliet Marie  
Power, Katherine Agnes,  
Shea, Marie Frances,  
Staudt, Margaret Pearl,  
Sullivan, Katherine Frances,  
Sweetser, Teresa Mary,  
Welch, Louise Loretta,  
Columbus, Ohio.  
Scranton, Penna.  
Cincinnati, Ohio.  
Houghton, Mich.  
Utica, N. Y.  
Worcester, Mass.  
Norwich, Conn.  
Johnstown, Penna.  
Barker, N. Y.  
Cincinnati, Ohio.  
Crafton, Penna.  
Worcester, Mass.  
South Lincoln, Mass.  
Canton, Ohio.  
Washington, D. C.  
Minneapolis, Minn.  
Beverly, Mass.

#### JUNIOR CLASS

Beauton, Rita Mary,  
Becker, Marietta Margaret,  
Bride, Helen Mary,  
Brooks, Eileene Marie,  
Burch, Florence Rosalia,  
Burke, Angela Louise,  
Bushong, Mary Theresa,  
Caverly, Mary Adelaide,  
Connell, Philomene,  
Daly, Margery,  
Davey, Margaret,  
Desmond, Ellen Gertrude,  
Dillon, Frances Norton,  
Dillon, Frances Winifred,  
Donohue, Dorothy Agnes,  
Donohoe, Eileen,  
Dougherty, Margaret Ruth,  
Downing, Eleanor Theresa,  
Eagan, Kathleen Regina,  
Eckel, Florence Maryann,  
English, Anna Josephine,  
Felix, Gladys Marie,  
Flynn, Helen Margaret,  
Gallagher, Annabel Marie,  
Goebel, Mary Ursula,  
New Haven, Conn.  
Wilkes-Barre, Penna.  
Lawrence, Mass.  
Poughkeepsie, N. Y.  
Knoxville, Penna.  
Springfield, Mass.  
Brooklyn, N. Y.  
New York City, N. Y.  
La Grange, Ill.  
Ogdensburg, N. Y.  
Beverly, Mass.  
Somerville, Mass.  
Houghton, Mich.  
Lowell, Mass.  
Missoula, Mont.  
Missoula, Mont.  
Beaver, Penna.  
New York City, N. Y.  
New York City, N. Y.  
Niagara Falls, N. Y.  
Butte, Mont.  
Pittsburgh, Penna.  
Pittsfield, Mass.  
Brooklyn, N. Y.  
Marietta, Ohio.

Grady, Catherine Rose,	Waterbury, Conn.
Grothaus, Loretta Alice,	Richmond, Ind.
Hackemeier, Edna Marie,	St. Louis, Mo.
Hanlon, Leone,	Sioux City, Iowa.
Harahan, Susannah Margaret,	Brooklyn, N. Y.
Jackson, Cecilia Elizabeth,	Waterbury, Conn.
Keeler, Mary Gertrude,	Pittsburgh, Penna.
Keller, Virginia Alma,	Brooklyn, N. Y.
Keller, Marie Louise,	Brooklyn, N. Y.
Langton, Mary Isabel,	Shenandoah, Penna.
Leonard, Alice Catherine,	Wilkes-Barre, Penna.
Long, Marion Hallinan,	New Britain, Conn.
McCabe, Mary Williams,	Superior, Wis.
McCook, Mary Catherine,	Cedar Rapids, Iowa.
McDevitt, Mildred Mary,	Edgewood, R. I.
McMahon, Mary Anna,	Brookline, Mass.
Magee, Christine Elizabeth,	Hastings-on-Hudson, N. Y.
Mangan, Grace Anastasia,	Pawtucket, R. I.
Martin, Florence Steele,	Asheville, N. C.
Mersman, Marcella Mary,	Celina, Ohio.
Moore, Pauline Elizabeth,	Newport, R. I.
Neary, Vivien Marie,	Naugatuck, Conn.
O'Brien, Marian Claire,	Pittsburgh, Penna.
O'Shea, Marie Elizabeth,	Fort Smith, Ark.
Peterson, Frances Crowe,	Litchfield, Minn.
Reardon, Loretta Mabel,	Holyoke, Mass.
Riordan, Helen,	Washington, D. C.
Scanlan, Marie Rita,	Wave Crest, Far Rockaway, N. Y.
Sullivan, Alice Louise,	Newport, R. I.
Sullivan, Rowena Hope,	Riverdale-on-Hudson, N. Y.
Waters, Margery Helena,	Philadelphia, Penna.
Welch, Marie De Laney,	Syracuse, N. Y.

### SOPHOMORE CLASS

Acerboni, Alexandrine	Middletown, Conn.
Betzner, Grace Mary,	Sioux City, Iowa.
Burns, Alice Ruth,	Watertown, N. Y.
Bowler, Katherine,	Holyoke, Mass.
Byrne, Marie Kathryn,	Spokane, Wash.
Cain, Isabella Bingham,	Washington, D. C.
Callahan, Margaret Gertrude,	Washington, D. C.
Cashen, Jennie,	New Rochelle, N. Y.
Cooney, Irene Hazel,	New Haven, Conn.
Crowe, Leonie Elizabeth,	New Britain, Conn.

Curtis, Lucy Constance,	Point Pleasant, N. J.
De Barber, Angela Camilla,	Altoona, Penna.
De Barber, Catherine Teresa,	Altoona, Penna.
Delaney, Mary Louise,	Tulsa, Okla.
De Pasquale, Consuelo Inez,	New York City, N. Y.
Dillon, Mary Elizabeth,	New York City, N. Y.
Donahoe, Anna Ella,	Middletown, Conn.
Donahoe, Marguerite Hart,	Baltic, Conn.
Donahoe, Una Carine,	Baltic, Conn.
Dore, Bernadette Lidwine,	Washington, D. C.
Dougherty, Marie,	Beaver, Penna.
Farrell, Josephine,	Hutchinson, Kan.
Figueira, Mary Agnes,	Brooklyn, N. Y.
Fitzgerald, Elizabeth Barnett,	Peabody, Mass.
Fogarty, Catherine Isabel,	Springfield, Ill.
Griffin, Madeleine Agatha,	Woodstock, N. B., Canada.
Harrigan, Elizabeth Mary,	Lowell, Mass.
Hayes, Irene Elizabeth,	Granville, N. Y.
Herbers, Marguerite Louise,	Memphis, Tenn.
Himstedt, Margaret Heller,	Little Rock, Ark.
Hodson, Esther Armella,	Waterbury, Conn.
Hughes, Florence Rebecca,	Winthrop, Mass.
Jones, Mary Elizabeth,	Tyrone, Penna.
Kelly, Isabel Marie,	Buffalo, N. Y.
Klappert, Irene,	Richmond Hill, N. Y.
von Kökeritz, Elizabeth Augusta,	Mt. Vernon, N. Y.
Lane, Mary Agnes,	Washington, D. C.
Lang, Margaret Madeleine,	Chicago, Ill.
Layden, Helen,	Pawlet, Vt.
Lennox, Esther Marguerite,	Haverhill, Mass.
Lillis, Mary,	Marblehead, Mass.
McCarthy, Anita,	Wallace, Idaho.
McCarty, Florence Marie,	Fitchburg, Mass.
McTighe, Irma Elizabeth,	Binghampton, N. Y.
Martin, Katherine Mary,	Newport, R. I.
Murphy, Florence Roma,	Brookline, Mass.
O'Brien, Dorothy,	Pittsburgh, Penna.
O'Donnell, Marie Thecla,	Brooklyn, N. Y.
O'Donnell, Teresa Regina,	Providence, R. I.
O'Toole, Julia Cecelia,	Gary, W. Va.
Rieckelman, Marion Crowther,	South Norwood, Ohio.
Seng, Mary Agnes,	Wilmette, Ill.
Shanahan, Helen,	Lima, Ohio.
Shannon, Alma Louise,	Yonkers, N. Y.

Shannon, Marion Elizabeth,	Yonkers, N. Y.
Sheehan, Margaret Mary,	Manchester, N. H.
Shugrue, Grace Mary,	Worcester, Mass.
Sullivan, Mary Margaret,	Dorchester, Mass.
Taylor, Katherine Wade,	Washington, D. C.
Tracey, Kathleen Agnes,	Norwalk, Conn.
Voorhees, Grace Agnes,	Washington, D. C.
Waldron, Josephine Ellen,	Greensburg, Penna.
Welch, Gertrude Abigail,	Boston, Mass.
Wyman, Frances Dix,	Boise, Idaho.

#### FRESHMAN CLASS

Acres, Anne Margaret,	St. Catharine's, Ontario, Can.
Barrett, Dorothy,	Cleveland, Ohio.
Beatty, Loretta Cecilia,	Brooklyn, N. Y.
Behan, Lucilla Marie,	Pittsburgh, Penna.
Bowler, Irene Claire,	Holyoke, Mass.
Brucker, Gertrude Marie,	Toledo, Ohio.
Burke, Frances Rita,	Springfield, Mass.
Butler, Margaret Verlun,	Wallingford, Conn.
Buttimer, Katherine	Hingham, Mass.
Carey, Kathleen Cecelia,	Waterbury, Conn.
Casey, Marian Eugenia,	Scranton, Penna.
Casley, Dorothy Beatrice,	Washington, D. C.
Clerkin, Anna Evelyn,	Akron, Ohio.
Comba, Mary Annunciata,	Milford, Mass.
Connolly, Regina Agnes,	Washington, D. C.
Convery, Marion Elizabeth,	Worcester, Mass.
Convey, Beatrice Agnes,	Middletown, Conn.
Cowles, Catherine Esther,	Washington, D. C.
Cremin, Elizabeth,	Tulsa, Okla.
Curtis, Hester Balch,	Point Pleasant, N. J.
Dean, Genevieve Marie,	Tipton, Iowa.
De Lacey, Anna Katharine,	Chevy Chase, Md.
Duncan, Margaret Leona,	Waterbury, Conn.
Duncan, Mary Claire,	Waterbury, Conn.
Fitzgerald, Helen Catherine,	Fitchburg, Mass.
Gaffney, Mary Cecile,	Cadillac, Mich.
Gallagher, Winifred Agnes,	Birmingham, Ala.
Gallivan, Elizabeth Constance,	Providence, R. I.
Geier, Frances Margaret,	Washington, D. C.
Haugh, Veronica Edna,	Olean, N. Y.
Healey, Margaret Mary,	New York City, N. Y.
Hennessey, Esther,	Roxbury, Mass.

Hopkins, Marion,	Pittsburgh, Penna.
Horan, Miriam Isabelle,	Denver, Colo.
Horan, Mildred Margaret,	Bridgeport, Conn.
Judge, Anna Catherine,	Portland, Maine.
Kain, Alice Clara,	Cincinnati, Ohio.
Keeley, Madelyne Catherine,	Waterbury, Conn.
Kelley, Mary Frances,	Fall River, Mass.
Kelly, Margaret Ruth,	Seranton, Penna.
Keyes, Louise Loughborough,	Tuxedo Park, N. Y.
Kramer, Madalene Emma,	Canton, Ohio.
Kuhn, Anna Dorothy,	Brooklyn, N. Y.
Le Blond, Loretto,	Cincinnati, Ohio.
Lenahan, Margaret Fidelis,	Wilkes-Barre, Penna.
Loughran, Jane,	Warren, R. I.
Lyons, Ruth Eleanor,	Arlington, Mass.
McCabe, Catherine Colette,	Clinton, N. Y.
McCabe, Cornelia Devlin,	Superior, Wis.
McCarthy, Catherine Constance,	Ingleside, Ridley Park, Penna.
McCormick, Elizabeth,	Pittsfield, Mass.
McDonald, Eileen Josephine,	Waterbury, Conn.
McGady, Blanid Geraldine,	Worcester, Mass.
McGuire, Mary Frances,	New Rochelle, N. Y.
McMahon, Margaret Mary,	Tulsa, Okla.
Manion, Catherine Madeline,	St. Louis, Mo.
Marshall, Jean,	Fall River, Mass.
Mooney, Mary Coletta,	Cleveland, Ohio.
Mulligan, Alice Morris,	Wilkes-Barre, Penna.
Naumann, Dorothy Ridder,	New York City, N. Y.
O'Donnell, Inez Barbara,	Pittsburgh, Penna.
O'Donnell, Marjorie Lee,	Springfield, Mass.
Phelan, Mercedes Mary,	Washington, D. C.
Riley, Florence Elizabeth,	Omaha, Nebr.
Russell, Ellen Josephine,	Washington, D. C.
Seeley, Irene May,	Charlotte, S. C.
Sharkey, Margaret Pauline,	Johnstown, Penna.
Sikorsky, Lucy Mina,	Plaistow, N. H.
Slavin, Helen Marie,	Waterbury, Conn.
Somers, Marion Clare,	Jersey City, N. J.
Spahn, Irene Anna,	Dubuque, Iowa.
Sullivan, Mary Elizabeth,	New York City, N. Y.
Sullivan, Regina,	Washington, D. C.
Taff, Marie Frances,	Brookline, Mass.
Thomas, Mary Frances,	Rio Vista P. O., Va.
Viano, Helen Marie,	Arlington, Mass.

## HEARERS

Byrne, Marguerite Josephine,	Spokane, Wash.
Carney, Kathleen, A. B.,	Grinnell, Iowa.
Ewing, Maria,	Washington, D. C.
Gilbride, Helen Rose,	Lowell, Mass.
Hill, Lillian,	Washington, D. C.
Hurley, Helen Bernard,	Little Falls, N. Y.
Langley, Alice Blanche,	Lewiston, Maine.
McGowan, La Reine Anastasia,	Springfield, Ills.
Mead, Mary Winifred,	Erie, Penna.
Melling, Marie Regina,	Washington, D. C.
Moylan, Mary Borgia,	Baltimore, Md.
Riordan, Blanche Metz,	Flagstaff, Ariz.
Wager, Mary Louise,	Los Angeles, Cal.
Walsh, Elizabeth Geraldine,	Memphis, Tenn.





## PUBLICATIONS

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TRINITY COLLEGE YEAR Book, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published quarterly by the students of the College.

THE TRINIOLOGUE, published annually by the Senior Class. Price, \$3.00 per copy.

A VIEW Book containing pictures of the College and the campus. Price, 30 cents.



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# TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1918-1919

Trinity College is conducted by the **SISTERS OF  
NOTRE DAME OF NAMUR.**

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE,  
WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE  
STATE OF NEW YORK.**

**LEGAL FORM OF BEQUEST:** I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.





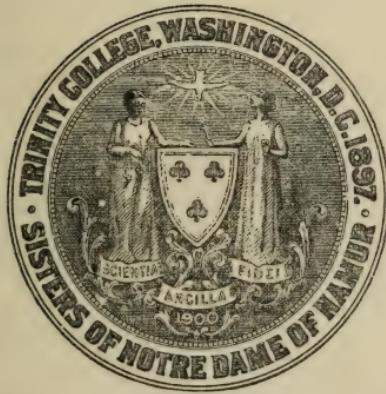
# TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1918-1919

NOTE.—*The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country:*

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION  
WASHINGTON

*March 30, 1914.*

SISTER CATHERINE ALOYSIUS,  
*President of Trinity College,*  
Washington, D. C.

DEAR MADAM:

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College, and of the standing of the students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,

P. P. CLAXTON,

*Commissioner.*

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## COMMUNICATION WITH THE COLLEGE

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The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephones are North 2367 and North 3951.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Trinity College, Washington, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information and inquiries regarding admission should be addressed to the Secretary of the College.

# CALENDAR

1918

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
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<b>DECEMBER</b>																													
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## ACADEMIC CALENDAR

### 1918

Easter Vacation begins,	Wednesday, March 27.
Easter Vacation ends,	Monday, April 1.
Founders' Day,	Wednesday, May 1.
Ascension Day,	Thursday, May 9.
Entrance Examinations at Centres begin,	Monday, May 27.
Entrance Examinations at Centres end,	Saturday, June 1.
Final Examinations begin,	Monday, May 20.
Final Examinations end,	Friday, May 31.
Baccalaureate Sermon,	Sunday, June 2.
Commencement Exercises,	Monday, June 3.
Entrance Examinations at the College begin,	Friday, Sept. 20.
Registration of Students,	Tuesday, Sept. 24.
College Exercises begin,	Wednesday, Sept. 25.
Thanksgiving Day,	Thursday, Nov. 28.
Christmas Vacation begins,	Friday, Dec. 20.

### 1919

Christmas Vacation ends,	Saturday, Jan. 4.
Mid-year Examinations begin,	Friday, Jan. 17.
Mid-year Examinations end,	Monday, Jan. 27.
Spiritual Retreat for the Students,	Tuesday, Jan. 28.
Second Semester begins,	Monday, Feb. 3.
Easter Vacation begins,	Wednesday, April 16.
Easter Vacation ends,	Monday, April 21.
Founders' Day,	Thursday, May 1.
Ascension Day,	Thursday, May 29.
Entrance Examinations at Centres begin,	Monday, May 26.
Entrance Examinations at Centres end,	Saturday, May 31.
Final Examinations begin,	Tuesday, May 20.
Final Examinations end,	Tuesday, June 3.
Baccalaureate Sermon,	Sunday, June 1.
Commencement Exercises,	Thursday, June 5.

THE COURSES OF STUDY IN THE COLLEGE ARE  
CONDUCTED BY THE FOLLOWING  
PROFESSORS

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VERY REVEREND EDWARD A. PACE, Ph.D., S.T.D., LL.D.

Philosophy (Psychology, Ethics); History of Education.

REVEREND WILLIAM TURNER, S.T.D.

History of Philosophy.

VERY REVEREND THOMAS E. SHIELDS, Ph.D., LL.D.

Education (Science and Art of Study, Philosophy, Psychology  
Methods).

REVEREND PATRICK J. McCORMICK, S.T.L., Ph.D.

School Management.

REVEREND CHARLES A. DUBRAY, S.M., Ph.D.

Introduction to Philosophy.

VERY REVEREND CHARLES F. AIKEN, S.T.D.

Apologetics.

REVEREND NICHOLAS A. WEBER, S.M., S.T.D.

History.

REVEREND WILLIAM J. KERBY, S.T.L., LL.D.

Sociology.

REVEREND JOHN A. RYAN, S.T.D.

Economics.

REVEREND THOMAS V. MOORE, C.S.P., Ph.D., M.D.

Clinical and Experimental Psychology.

SEÑORA RITA LEZCA DE RUIZ.

Spanish.

MISS ELSIE KERNAN.

Elocution and Gymnastics.

MADAME MARIE VON UNSCHULD.

Supervisor of Music.

MISS CAMILLE DESIO.

Physical Training.

With Sisters of Notre Dame in the Departments of Religion, Sacred Scripture, Greek, Latin, German, French, Spanish, English, Logic, Church History, History, Economics, Mathematics, Physics, Chemistry, Biology, Botany, Hygiene, History of Art, Music, and Art.

# THE ADVISORY BOARD

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ARCHBISHOP OF BALTIMORE  
*President ex-officio*

MEMBERS *ex-officio*

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THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY  
THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME  
THE PRESIDENT OF THE COLLEGE  
THE SECRETARY OF THE COLLEGE  
THE TREASURER OF THE COLLEGE  
THE DEAN OF THE COLLEGE FACULTY  
THE PRESIDENT OF THE AUXILIARY BOARD OF REGENTS

MEMBERS APPOINTED BY THE TRUSTEES OF THE COLLEGE

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THE RIGHT REVEREND THOMAS J. SHAHAN, D.D.,	Washington, D. C.
THE VERY REVEREND EDWARD A. PACE, PH.D.,	Washington, D. C.
HON. CHARLES J. BONAPARTE,	Baltimore, Md.
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MR. WILLIAM P. DEMPSEY,	Pawtucket, R. I.
MISS ELLA LORAIN DORSEY,	Washington, D. C.
MRS. MAURICE FRANCIS EGAN	Washington, D. C.
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DANIEL W. SHEA, PH.D.,	Washington, D. C.
WALTER GEORGE SMITH, LL.D.	Philadelphia, Pa.

# THE AUXILIARY BOARD OF REGENTS

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The Board is organized as the AUXILIARY BOARD OF REGENTS OF TRINITY COLLEGE and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

*Constitution, Art. I*

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*Honorary Vice-Presiden*

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Mrs. Thomas J. Lane  
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Mrs. John T. Lenahan  
Miss Mary K. Livingston  
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Miss Elizabeth C. McCartin

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\* District President of the Ladies' Auxiliary, A. O. H., ex-officio a member of the Auxiliary Board of Regents, Trinity College.

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Mrs. M. F. McWhorter*	Miss Janet Richards
Mrs. D'Arcy Magee	Miss Mary R. Roach
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Mrs. Frank P. May	Mrs. Margaret Blaine Salisbury
Mrs. George J. May	Mrs. Bernard F. Saul
Miss Ellen B. Monahan	Mrs. Raphael L. Shanafelt
Miss Anna B. Neumeyer	Mrs. S. J. Shoemaker
Mrs. John J. Noonan	Mrs. J. Edgar Smith
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Mrs. James O'Connell	Mrs. Charles G. Thorn
Mrs. M. P. O'Connor	Mrs. Joseph G. Tilford
Mrs. Frank O'Hara	Mrs. Z. B. Vance
Mrs. J. C. O'Loughlin	Mrs. John J. Walsh
Dr. Mary O'Malley	Mrs. George A. Weschler
Mrs. Herman Paepcke	Mrs. Washington A. Young
Mrs. R. A. Sweeny Pescia	

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\* National President of the Ladies' Auxiliary, A. O. H., ex-officio, a member of the Auxiliary Board of Regents, Trinity College.

# THE ASSOCIATE BOARDS

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Boards formed outside of the city of Washington are called ASSOCIATE BOARDS OF TRINITY COLLEGE.

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*Vice-Regent of Manchester*

MISS AGNES MITCHELL  
*Vice-Regent of Concord*

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*Honorary State Regent*

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*Vice-Regent of Boston*

MRS. JOHN MAHER  
*Vice-Regent of Worcester*

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*Vice-Regent of Providence*

MRS. JAMES ROONEY  
*Vice-Regent of Newport*

MRS. MARY J. LINTON  
*Vice-Regent of Woonsocket*

MRS. TIMOTHY J. RILEY  
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*Vice-Regent of Buffalo*

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MISS JULIA R. WARD  
*State Regent*

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*State Regent*

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*Vice-Regent of St. Louis*

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*Vice-Regent of Kansas City*

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*Vice-Regent of Sedalia*

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*Chairman of Kansas City Committee*

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MRS. HENRY F. ASHURST  
*State Regent*

UTAH

MRS. M. BLAINE SALISBURY  
*State Regent*

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MRS. THOMAS H. CARTER  
*State Regent*

MRS. PETER LARSON  
*Honorary State Regent*

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*Vice-Regent of Helena*

MRS. T. C. POWER  
*Honorary Vice-Regent of Helena*

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*Vice-Regent of Butte*

WASHINGTON

MRS. HENRY B. SUING  
*Vice-Regent of Spokane*

CALIFORNIA

MRS. M. P. O'CONNOR  
*State Regent*

## CENTRES OF INFORMATION

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### THE ALUMNÆ ASSOCIATION OF TRINITY COLLEGE

#### OFFICERS

1917-1919

*President*, Mrs. Charles Mattingly, '07

*1st Vice-President*, Dr. Honoria K. Shine, '09

*2d Vice-President*, Mary R. Walsh, '12

*Secretary*, Margaret Norman, '13

*Treasurer*, Mrs. Earl F. Glock. '13

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### THE LADIES AUXILIARY OF THE ANCIENT ORDER OF HIBERNIANS

Mrs. Ellen Ryan Jolly, *Past National President*  
Pawtucket, Rhode Island

Mrs. Mary F. McWhorter, *National President*  
Chicago, Illinois

Miss Adelia Christy, *National Vice-President*  
Cleveland, Ohio

Mrs. Susan M. McNamee, *National Secretary*  
Charlestown, Massachusetts

Miss Margaret McQuade, *National Treasurer*  
Pittsburgh, Pennsylvania

Miss Ada K. Gannon, *National Chairman of Irish History*  
Davenport, Iowa

Mrs. Sarah Robinson, *National Director*  
Richmond, Virginia

Mrs. Mary Arthur, *National Director*  
Indianapolis, Indiana

# TRINITY COLLEGE

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**LOCATION.**—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park, from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

**FOUNDATION AND PURPOSE.**—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for "a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning." The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

**IDEALS.**—Not only in the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view: the *true scholar*, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the *true woman*, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well-developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

#### EQUIPMENT.

**THE LIBRARY.**—The College Library now contains about 22,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

**THE O'CONNOR ART GALLERY.**—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable art collec-

tion which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

THE HOLAHAN SOCIAL HALL contains many precious and rare pictures, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

THE SCIENCE LABORATORIES.—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that cannot be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places and at others rich in economic, scientific, and historic interest, e. g., the Treasury Department, the Patent Office, the Coast and

Geodetic Survey, the Geological Survey, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery and National Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought, men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

**SCOPE OF THE COLLEGE.**—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington. Graduates are eligible for membership in the Association of Collegiate Alumnae.

**CLASSIFICATION OF STUDENTS.**—The students are classified as follows: Graduate students and undergraduate students.

*Graduate Students* are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

*Undergraduate Students* are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

## ADMISSION

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### ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College by examination or by certificate after the successful completion of a high-school or academy course of four years. Admission by certificate is granted to schools accredited by Trinity College or affiliated to the Catholic University, Washington, D. C. There is no high-school or academy attached to the College.

Candidates who do not present certificates must pass examination in subjects amounting to  $15\frac{1}{2}$  unit courses of high-school work.

The studies to be presented in satisfaction of the entrance requirements for the different degrees are given in tabular statement. The amount of preparation required in each subject is indicated by the number of units assigned to that subject.\*

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\* Although no formal entrance examination is held in Religion, credit obtained for Catholic University examinations in this subject may be presented as an elective of one unit.

**ENTRANCE REQUIREMENTS  
FOR THE DEGREES OF  
BACHELOR OF ARTS (A. B.)**

*Prescribed*

English . . . . .	3 units
Latin . . . . .	4 units
Major Language . . . . .	3 units (Greek, French, or German)
History . . . . .	1 unit
Mathematics . . . . .	2½ units

*Electives*

Two units must be chosen from the following subjects:

Minor Language . . . . .	2 units (Not offered for Major Language)
History . . . . .	2 units
Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Music . . . . .	1 unit
Total . . . . .	15½ units

**BACHELOR OF LETTERS (B. Litt.)**

*Prescribed*

English . . . . .	3 units
History . . . . .	1 unit
Major Language . . . . .	3 units (Latin, Greek, French, or German)
Minor Language . . . . .	2 units
<i>Latin</i> must be either the Major or Minor Language.	

*Electives*

6½ units must be chosen from the following subjects:

Major Language . . . . .	3 units
Minor Language . . . . .	2 units
History . . . . .	3 units
Algebra . . . . .	1½ units
Plane Geometry . . . . .	1 unit
Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Music . . . . .	1 unit
Total . . . . .	15½ units

**BACHELOR OF SCIENCE (B. S.)**

*Prescribed*

English . . . . .	3 units
Latin . . . . .	2 units
French . . . . .	3 units
German . . . . .	3 units
History . . . . .	1 unit
Algebra—2d Year . . . . .	1 unit
Plane Geometry . . . . .	1 unit
Solid Geometry . . . . .	½ unit

*Electives*

One unit must be chosen from the following subjects:

Physics . . . . .	1 unit
Chemistry . . . . .	1 unit
General Biology . . . . .	1 unit
Botany . . . . .	1 unit
Zoölogy . . . . .	1 unit
Total . . . . .	15½ units

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATION		TRINITY COLLEGE EXAMINATION
<i>Subjects</i>		<i>Subjects</i>
<i>English, a and b . . . . .</i>	= English . . . . .	3
<i>History, a, b, c, or d . . . . .</i>	= History . . . . .	1
<i>Mathematics, a (i and ii) and c . . . . .</i>	= Mathematics . . . . .	2½
<i>Latin, a (i and ii), b, c, d, l and m . . . . .</i>	= Latin . . . . .	4
<i>One of the following :</i>		
Greek, a (i and ii), b, c, f and g	{ = <i>Major Requirement in one of</i>	
French, a and b	<i>the following :</i>	
German, a and b	{ Greek, or French, or German	3
<i>One subject from Group I or two subjects from Group II :</i>		<i>Two units to be chosen from</i>
<i>Group I :</i>		<i>the following :</i>
Greek, a (i and ii), b, f, and g	{ The Minor Requirement in one of	
French, a	the languages not offered for major	
German, a	standing (Greek, or French, or Ger-	
<i>Group II :</i>		man) . . . . .
History, a, or b, or c, or d (not offered above)	{ = <i>or one unit in two of the following subjects :</i>	
Physics	History . . . . .	1
Chemistry	Physics . . . . .	1
Botany	Chemistry . . . . .	1
Zoölogy	Botany . . . . .	1
Music	Zoölogy . . . . .	1
		Music . . . . .

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic diploma will be accepted in lieu of the examination in any subject.

The admission subjects are divided into two groups as follows:

*Preliminaries:*

English 1—Grammar and Composition.

French minor except Prose Composition and the use of the spoken language.

German minor except Prose Composition and the use of the spoken language.

Greek minor except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

*Finals:*

English 2—Reading and Study, including Composition.

French major requirement, the Prose Composition and use of the spoken language of the major requirement.

German major requirement, the Prose Composition and the use of the spoken language of the major requirement.

Greek major, the Prose Composition of the major requirement.

History, second point.

Latin Prose Composition.

Algebra, Botany, Chemistry, Physics, and Music.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken during the last year. Candidates are advised to take English Composition and Algebra in the last year.

## ADMISSION BY CERTIFICATE

Students from such High Schools and Academies as may be approved by the Faculty are admitted to the Freshman Class without examination on presentation of certificates showing that they have completed the requisite amount of preparatory study. Blank forms of such certificates will be furnished instructors on application to the Secretary.

Students received on certificate are regarded as upon probation during the first half year, and those deficient in preparation are dropped whenever the deficiency has been clearly demonstrated. If those entering from any school during a term of years are found deficient in preparation, the privilege of entering on certificate will be withdrawn from that school.

The certificate privilege is not granted for more than three years, but may be renewed on application.

After September, 1919, certificates will not be accepted for admission.

## NEW PLAN OF ADMISSION

In September, 1919, the College will adopt the new plan of admission which will abolish the present system of admission by certificate, and announce a new method of admission, to supersede the present system of admission by certificate. The present method of admission by examination in all subjects will be continued as an alternative to the new plan. No change is made in the subjects now required for admission, no addition nor diminution in the amount prescribed for admission is proposed. The new plan is similar to that adopted by Harvard, Princeton, and Yale in prescribing a test of the quality of the applicant's scholarship and intellectual power.

The examinations required in this plan are of the type known as comprehensive examinations offered by the College Entrance Board.

The new method depends on two kinds of evidence:

1. Evidence submitted by the school, consisting of
  - a. A school report covering the entire record of subjects and grades for four years.
  - b. A statement from the school principal including an estimate of the applicant's scholarly interests, special ability, and character.
2. Evidence submitted by the candidate, consisting of

Four comprehensive examinations, selected from each of the following groups:

- (1) English or History, selected by the applicant.
- (2) A foreign language, selected by the applicant.
- (3) Mathematics, or Chemistry, or Physics, selected by the applicant.
- (4) A fourth subject, designated by the applicant from the subjects which may be offered for admission. This choice must be approved by the Committee on Admission of the respective colleges.

These four examinations must be taken at one time.

At least two examinations must cover more than two admission units\* each.

In each subject chosen the comprehensive examination covering all the units offered by her for admission must be taken by the applicant.

It is desirable that applicants furnish school records and state the subjects selected for examination before February fifteenth of the year in which the examinations are to be taken. Candidates may apply for admission, however, at any time prior to the September examinations.

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\* Note.—A unit as defined by the College Entrance Examination Board represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

The Committee on Admission of the individual college must give its permission, based upon the evidence submitted by the school, before the applicant may take the examinations.

Under the new plan the candidate, if admitted to college, will be admitted free from all conditions. Failure to meet completely the standard in both kinds of evidence required will not necessarily involve rejection of the applicant; the Committee may accept unusual excellence in one part of the credentials submitted as offsetting unsatisfactory evidence or even failure in another part. If the candidate fails of admission in June she will not be debarred from taking examinations under the old system in September, but she may not take the comprehensive examinations for admission under the new plan before June of the following year.

It is believed that this new type of admission combines the best elements of the present certificate system and of the examination system in that it requires the school record and estimate of character, and also demands examinations designed to test the candidate's intellectual power, not alone her memory of prescribed facts. Furthermore, the method offers the applicant the fullest opportunity to show her ability in subjects in which she believes herself best qualified.

This plan substitutes a uniform method of administration in place of the various certificate forms now used by many colleges and gives the school entire freedom in the sequence of its work making no requirement of certain subjects in the last years.

Comprehensive examinations according to the new plan will be given by the College Entrance Examination Board, and applicants may enter college by satisfying these tests and furnishing the required evidence from their schools at any examination period before 1919, though this new plan will not entirely supersede admission by certificate until that date.

## ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official state-

ments of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies, but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

## GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1918 the entrance examinations will be held

May 27 to June 1 and September 20 to September 25. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Applications for the certificate privilege must be made to the Secretary of the College upon blanks furnished by the College and covering full statements concerning courses of study, teachers, and equipment. All applications must be made before April first in order to be approved for the next College year.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, fifty cents should be forwarded.

By special arrangement entrance examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

## EXAMINATION CENTRES

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The Visitation Academy,	Brooklyn, N. Y., Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I. St. Joseph's-in-the-Pines.
Miss Nardin's Acadamy,	Buffalo, N. Y. Cleveland Ave.
St. Peters Academy,	Rome, N. Y.
The Academy of Notre Dame,	Boston, Mass., The Fenway.
The Academy of Notre Dame,	Roxbury, Mass., Washington St.
The Academy of Notre Dame,	Lowell, Mass., Adams St.
St. John's School,	Worcester, Mass., Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.
Mount St. Mary's Academy,	Hookset Hts., N. H.
St. Joseph's Academy,	Deering, Maine.
St. Mary's Academy,	New Haven, Conn., Orange St.
Notre Dame Academy,	Waterbury, Conn.
The Academy of Notre Dame,	Philadelphia, Pa., W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburgh, Pa., Fifth Ave.
St. Joseph's Academy,	Greensburg, Pa., Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.
Mount St. Mary's Seminary,	Scranton, Pa., Adams Ave.
St. Mary's Academy,	Wilkes-Barre, Pa.
The Academy of Notre Dame,	Cincinnati, Ohio, Sixth Street.
The Academy of Notre Dame,	Cincinnati, Ohio, East Walnut Hllls.
The Ursuline Academy,	Cleveland, Ohio, Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio, Rich Street.

The Loretto Academy,	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy,	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.,	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kas.	
Mount Carmel Academy,	Wichita, Kas.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy,	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.,	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.,	Mission Dolores.
Immaculate Heart College,	Hollywood, Cal.	
The Mother-House Congregation Notre Dame,		Montreal, Quebec.

# TRINITY COLLEGE

## SCHEDULE OF EXAMINATIONS, MAY, 1918

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*Monday, May 27.*

- 9.00 A. M.—11.30 A. M. . . . . English, Grammar and Composition.  
1.30 P. M.— 4.30 P. M. . . . . French.

*Tuesday, May 28.*

- 9.00 A. M.—11.30 A. M. . . . . English, Reading and Study.  
11.30 A. M.—12.30 P. M. . . . . Chemistry\* or Physics.\*  
1.30 P. M.— 5.30 P. M. . . . . Latin 1, 2.

*Wednesday, May 29.*

- 9.00 A. M.—10.30 A. M. . . . . History (prescribed).  
10.30 A. M.—12.00 M. . . . . History (offered as substitute for  
minor language).  
1.30 P. M.— 5.30 P. M. . . . . Latin 3, 4.

*Thursday, May 30.*

- 9.00 A. M.—11.30 A. M. . . . . Greek.  
1.30 P. M.— 3.30 P. M. . . . . Plane Geometry.  
3.30 P. M.— 5.30 P. M. . . . . Botany,\* Zoölogy\* or Music.

*Friday, May 31.*

- 9.00 A. M.—11.00 A. M. . . . . Algebra.  
1.30 P. M.— 4.30 P. M. . . . . German.

*Saturday, June 1.*

- 9.30 A. M.—11.30 A. M. . . . . Solid Geometry or Trigonometry.

\* Laboratory note-books must be submitted as a part of the examination and must be sent with the answer-papers in Science.

# TRINITY COLLEGE

## SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1918

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### *Friday, September 20*

- 9.00 A. M.—10.30 A. M. . . . . English, Grammar and Composition.  
10.30 A. M.—12.30 P. M. . . . . Physics.\*  
1.30 P. M.— 5.30 P. M. . . . . Latin, 1, 2.

### *Saturday, September 21*

- 9.00 A. M.—10.30 A. M. . . . . English, Reading and Study.  
10.30 A. M.—12.30 P. M. . . . . Chemistry.\*  
1.30 P. M.— 5.30 P. M. . . . . Latin, 3, 4.

### *Monday, September 23*

- 9.00 A. M.—11.30 A. M. . . . . Ancient History, Medieval and  
Modern History.  
1.30 P. M.— 4.30 P. M. . . . . French.  
4.30 P. M.— 6.00 P. M. . . . . Botany.\*

### *Tuesday September 24*

- 9.00 A. M.—11.30 A. M. . . . . English History, American History.  
1.30 P. M.— 4.30 P. M. . . . . Physics. German.  
4.30 P. M.— 6.30 P. M. . . . . Greek or Spanish.

### *Thursday, September 26*

- 4.00 P. M.— 6.00 P. M. . . . . Plane Geometry.

### *Saturday, September 28*

- 9.30 A. M.—11.30 A. M. . . . . Algebra.

\*Laboratory note-books must be submitted as a part of the examination.

# DEFINITION OF REQUIREMENTS

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## ENGLISH (3)

### REQUIREMENT FOR 1915-1919

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

#### *Grammar and Composition*

##### One and one-half units

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

#### *Reading and Study*

##### One and one-half units

The second object is sought by means of two lists of books, headed respectively READING and STUDY, from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

#### A. READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

##### GROUP I—CLASSICS IN TRANSLATION

The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Josue, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Aeneid*.

The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

##### GROUP II—SHAKESPEARE

<i>Midsummer Night's Dream</i>	<i>Richard II</i>
<i>Merchant of Venice</i>	<i>Richard III</i>
<i>As You Like It</i>	<i>Henry V</i>
<i>Twelfth Night</i>	<i>Coriolanus</i>
<i>The Tempest</i>	<i>Julius Caesar</i>
<i>Romeo and Juliet</i>	<i>Macbeth</i>
<i>King John</i>	<i>Hamlet</i>

} If not chosen  
for study  
under B.

##### GROUP III—PROSE FICTION

Malory: *Morte d' Arthur* (about 100 pages).

Bunyan: *Pilgrim's Progress, Part I.*

Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag).

Defoe: *Robinson Crusoe, Part I.*

Goldsmith: *Vicar of Wakefield*.

Frances Burney: *Evelina*.

Scott's Novels: any one.

Jane Austen's Novels: any one.

Maria Edgeworth: *Castle Rackrent*, or *The Absentee*.  
Dickens: Any one novel.  
Thackeray: Any one novel.  
George Eliot: Any one novel.  
Mrs. Gaskell: *Cranford*.  
Kingsley: *Westward Ho!* or *Hereward the Wake*.  
Blackmore: *Lorna Doone*.  
Hughes: *Tom Brown's Schooldays*.  
Stevenson: *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*.  
Cooper: Any one novel.  
Poe: *Selected Tales*.  
Hawthorne: *The House of the Seven Gables*, or *Twice Told Tales*, or  
*Mosses from an Old Manse*.  
A collection of *Short Stories* by various standard writers.

#### GROUP IV—ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: *The Sir Roger de Coverley Papers*, or Selections  
from the *Tatler* and *Spectator* (about 200 pages).  
Boswell: Selections from the *Life of Johnson* (about 200 pages).  
Franklin: *Autobiography*.  
Irving: Selections from the *Sketch Book* (about 200 pages), or *Life of  
Goldsmith*.  
Southey: *Life of Nelson*.  
Lamb: Selections from the *Essays of Elia* (about 100 pages).  
Lockhart: Selections from the *Life of Scott* (about 200 pages).  
Thackeray: Lectures on *Swift, Addison, and Steele* in the *English  
Humorists*.  
Macaulay: Any one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Madame d' Arblay*.  
Trevelyan: Selections from the *Life of Macaulay* (about 200 pages).  
Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages).  
Dana: *Two Years before the Mast*.  
Lincoln: Selections, including at least the two Inaugurals, the Speeches  
in Independence Hall and at Gettysburg, the Last Public Address,  
the Letter to Horace Greeley; together with a brief memoir or esti-  
mate of Lincoln.  
Parkman: *The Oregon Trail*.  
Thoreau: *Walden*.  
Lowell: *Selected Essays* (about 150 pages).  
Holmes: *The Autocrat of the Breakfast Table*.  
Stevenson: *An Inland Voyage and Travels with a Donkey*.

Huxley: *Autobiography* and Selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.

A collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of *Letters* by various standard writers.

#### GROUP V—POETRY

Palgrave's *Golden Treasury* (*First Series*): *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

Palgrave's *Golden Treasury* (*First Series*): *Book IV*, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B).

Goldsmith: *The Traveller* and *The Deserted Village*.

Pope: *The Rape of the Lock*.

A collection of English and Scottish Ballads, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads.

Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*.

Byron: *Childe Harold*, *Canto III or IV*, and *The Prisoner of Chillon*.

Scott: *The Lady of the Lake*, or *Marmion*.

Macaulay: *The Lays of Ancient Rome*, *the Battle of Naseby*, *The Armada*, *Ivry*.

Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*.

Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "De Gustibus"—*Instans Tyrannus*.

Arnold: *Sohrab and Rustum* and *The Forsaken Merman*.

Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

#### B. STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

#### GROUP I—DRAMA

Shakespeare: *Julius Caesar*, or *Macbeth*, or *Hamlet*.

#### GROUP II—POETRY

Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*.

Tennyson: *The Coming of Arthur*, *the Holy Grail*, and *The Passing of Arthur*.

The selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

#### GROUP III—ORATORY

Burke: *Speech on Conciliation with America*.

Macaulay's Two *Speeches on Copyright*, and Lincoln's *Speech at Cooper Union*.

Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

#### GROUP IV—ESSAYS

Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*.

Macaulay: *Life of Johnson*.

Emerson: *Essay on Manners*.

#### EXAMINATION

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts:

##### *1. Grammar and Composition*

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make her own selections. She will not be expected to write more than four hundred words an hour.

## 2. Literature

The examination in literature will include:

A. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined above under A. READING. The candidate will be required to submit a list of books read in preparation for the examination, certified by the principal of the school in which she was prepared; but the books named in this list will not be made the basis of detailed questions.

B. A test on the books prescribed under B. STUDY above, which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

## HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814). One unit.

MEDLÆVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time. One unit.

ENGLISH HISTORY. One unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT. One unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

## LATIN (4)

### I. Amount and Range of the Reading Required

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, *Gallic War, I-IV*; Cicero, the oration against Catiline, for the *Manilian Law*, and for Archias; Vergil, *Aeneid, I-VI*.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiniline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics* and *Aeneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

## *II. Scope of the Examinations*

(1) *Translation at Sight*.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading*.—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the *Manilian Law* and for *Archias*, and Vergil, *Aeneid I, II*, and either *IV* or *VI*, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition*.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

## *Suggestions Concerning Preparation*

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor

should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin she is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

#### *Subjects for Examination*

*As an assignment of values, 1, 2, 3, and 4 are counted as one unit each; the total requirements to be counted as four units.*

1. Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
3. Cicero (orations for the *Manilian Law* and for *Archias*) and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
4. Vergil (*Aeneid*, I, II, and either IV or VI, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (See I, 1 and 2).
5. Advanced Prose Composition (for advanced standing).

## GREEK (2 or 3)

### GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

### COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

### SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's *Anabasis*.

### XENOPHON.

The first four books of the *Anabasis*.

### HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

## FRENCH (2 or 3)

### MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the

sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des Montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédolière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le Petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Legouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mariet's *La Tâche du petit Pierre*, extracts from Michelet Sarcey's *Le Siège de Paris*, Verne's Stories.

### MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

THE WORK TO BE DONE.—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's poems, Daudet's *La Belle Nivernaise*, La Brète's *Mon Oncle et mon Curé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's *L'Avare* and *Le Bourgeois Gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Seiglière*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers' *L'expédition de Bonaparte en Egypte*, Vigny's *La Canne de jonec*.

## GERMAN (2 or 3)

### MINOR REQUIREMENT (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the minor course in German the pupil should be able to read at sight and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

**THE WORK TO BE DONE.**—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon

the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Germelshausen*; Heyse's *L'Arrabbiata*, *Das Mädchen von Treppi* and *Anfang und Ende*; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stökl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelmi's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das Kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

### MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

THE WORK TO BE DONE.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from

memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes, with special reference to the infinitive and subjunctive, and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Eschenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*; Hauff's *Lichtenstein*; Heine's poems; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolphs Page*; Moser's *Der Bibliothekar*; Mosher's *Willkommen in Deutschland*; Riehl's *Novellen*—for example, *Burg Neideck*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*; *Der Geisterseher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

## SPANISH (2)

**THE AIM OF THE INSTRUCTION.**—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

**THE WORK TO BE DONE.**—During the first year the work should comprise (1) careful drill in pronunciation, (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful, thorough work with much

repetition rather than upon rapid reading. The reading should be selected from the following: A selection of easy short stories and lyrics, carefully graded: Perez Escrich, *Fortuna*; Ramos Carrion and Vital Aza, *Zaragueta*; Palacio Valdés, *Jose*; Pedro de Alarcon, *El Capitán Veneno*; the selected short stories of Pedro de Alarcon or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's *History of Spanish Literature*.

The requirement in Spanish, which follows the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, is based upon recommendations made by a committee of that Association in December, 1910.

## MATHEMATICS (2½)

### ALGEBRA.

#### i. ALGEBRA TO QUADRATICS.

One unit.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

#### ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the  $n$ th term and the sum of the terms of arithmetic and geometric progressions, with applications.

**PLANE GEOMETRY.****One unit.**

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures, the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for two and a half years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

**PHYSICS\* (1)**

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

**LABORATORY NOTE-BOOK.**—Every candidate must present at the time of, and as a part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

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\* The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

## CHEMISTRY\* (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

**OUTLINE.**—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen*, *hydrogen*, *carbon*, *nitrogen*, *chlorine*, *bromine*, *iodine*, *fluorine*, *sulphur*, *phosphorus*, *silicon*, *potassium*, *sodium*, *calcium*, *magnesium*, *zinc*, *copper*, *mercury*, *silver*, *aluminum*, *lead*, *tin*, *iron*, *manganese*, *chromium*.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as water, hydrochloric acid, carbon monoxide, carbon dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur dioxide, sulphuric acid, hydrogen sulphide, sodium hydroxide, ammonium hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles' laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

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\* The requirement in chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

**LABORATORY NOTE-BOOK.**—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

### BOTANY\* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

\* For a more detailed statement of the requirements in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

**OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.**—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferæ, Rosacæ, Leguminosæ, Umbelliferæ, Labiatæ, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Liliacæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vaucheria, spirogyra*, and a photophyte (*Sphaerella*).

**PHYSIOLOGY.**—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

**ECOLOGY.**—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

## ZOOLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

## MUSIC ENTRANCE REQUIREMENTS

### A. THEORY.

The examination will consist:

1. Of a written test in theory and will be adapted to the proficiency of those who have had one year's systematic training with one lesson a week of an hour's duration or its equivalent. The candidate should have acquired a knowledge of the rudiments of music scales, intervals and staff notation, including the terms and expression marks in common use.
2. Of a test in musical dictation of intervals and simple melodies.

### B. PIANO.

The examination in this subject will consist of a test in scale playing: in octaves, third, sixth, tenth and in contrary motion.

(The correct playing as to tone and evenness of the scale will be considered, more than speed.) The applicant, further, must have acquired a knowledge of playing pieces, equivalent to the grade of Beethoven Op. 2 No. 1; Mozart, Fantasie, and Sonata C minor; Bach, the two-part Invention; Chopin, easier Preludes and Valses; Schumann, "Arabesques," "The Evening," and "Novelette" E minor; McDowell "Woodland Sketches"; Rubinstein, "Romance" E flat; etc. The applicant also has to prove her ability to play at sight compositions in the grade of the easier Mozart Overtures.

## EXPENSES

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The charge for tuition for one year to all students is . . . . . \$150 00  
From this there is no deduction in case of withdrawal.

The charge for board and residence for one year varies from . . . . .	425 00
According to the size and situation of the room occupied by the student	to 550 00
Board in the Christmas vacation is charged extra per week . . . . .	7 00
Dinner and luncheon to non-resident students for one year . . . . .	100 00
For chemicals and breakage in the laboratories . . . . .	15 00
Drawing or Painting for special students in art for one year . . . . .	100 00
Drawing or Painting for students in the regular college course . . . . .	50 00
Piano lessons and daily use of instrument for one year . . . . .	120 00
Organ lessons and daily use of instrument for one year . . . . .	100 00
Fee for the degree of Bachelor of Arts . . . . .	15 00
Fee for the degree of Master of Arts . . . . .	25 00
Certificate Fee . . . . .	5 00
Library Fee per semester . . . . .	5 00
Gymnasium Fee per semester . . . . .	2 00
Use of Natatorium per semester . . . . .	5 00
* Lessons in Swimming per semester . . . . .	10 00

*One-half of the annual fee for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.*

Payments must be made before a student can take her place in the class-room.

\* Required of all first-year students.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be kept to a student's credit during her residence and will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before August 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room is required to pay an extra fee of ten dollars for the privilege of moving.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

*The degree will not be granted to any student unless her College bills are paid before the examinations preceding Commencement.*

## SCHOLARSHIPS

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A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence at the College for the full course of four years; others relieve the student of one-half of this expense for the full college course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open for competition in May, 1921, to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia; subject temporarily to nomination of Trinity College.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island and subject to its nomination.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarships, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents;

open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Montana.

The Mount Notre Dame Scholarship; founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnæ, Sixth Street, Cincinnati, Ohio, founded in 1912 by the Notre Dame Alumnæ, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

A Tuition Scholarship for Blind Students, founded in 1915; open to candidates throughout the United States. Competitive examinations will be held May, 1919. The successful candidate must obtain an average of, at least, 80 in the competition.

The James F. Walsh Tuition Scholarship, founded in 1916 by Mrs. James F. Walsh, in memory of her husband.

*An endowment of twelve thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.*

*An endowment of six thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.*

*An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.*

## INSTRUCTION

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The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin and English, which are prescribed studies, with electives from the following: Greek, German, French, Spanish, English Literature, Mathematics, History, History of Art, Elocution, and Music.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the general course, the prescribed studies of the group, and free electives.

**EXAMINATIONS IN COURSE.**—Two examinations, the mid-year and the final, are held in the classes every year.

Six weeks' continuous absence debars a student from all semester examinations. Absences in any course equivalent to one-third of the lessons will debar a student from examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent. A passing mark must be attained on all examinations in major subjects; and the average for each semester in these courses must be at least 75 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95–100 per cent; B, 85–95 per cent; C, 75–85 per cent; and D, 65–75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

## REQUIREMENTS FOR DEGREES

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### BACHELOR OF ARTS (A. B.)

<b>First Year.</b>	<b>Second Year.</b>	<b>Third Year.</b>	<b>Fourth Year.</b>
	Units	Units	Units
English . . . . .	(3) English . . . . .	(2) English . . . . .	(2) Philosophy . . . . .
Latin . . . . .	(4) 2 Majors . . . . .	(6) 2 Majors . . . . .	(6) Church History . . . . .
Philosophy . . . . .	(2) Science . . . . .	(4) Philosophy . . . . .	(2) American History . . . . .
Scripture . . . . .	(1) Philosophy . . . . .	(2) Church History . . . . .	(1) Religion . . . . .
Religion . . . . .	(1) Scripture . . . . .	(1) Religion . . . . .	(1) Electives . . . . .
Electives . . . . .	(6) Religion . . . . .	(1) Electives . . . . .	(8) Electives . . . . .
	Electives . . . . .	(2)	

### BACHELOR OF LETTERS\* (B. Litt.).

<b>First Year.</b>	<b>Second Year.</b>	<b>Third Year.</b>	<b>Fourth Year.</b>
	Units	Units	Units
English . . . . .	(3) English . . . . .	(4) English . . . . .	(4) English . . . . .
Mod. Languages . . . . .	(6) Mod. Languages . . . . .	(6) Mod. Languages . . . . .	(3) Mod. Languages . . . . .
Philosophy . . . . .	(2) Philosophy . . . . .	(2) Philosophy . . . . .	(1) Church History . . . . .
Scripture . . . . .	(1) Scripture . . . . .	(1) Church History . . . . .	(1) Philosophy . . . . .
Religion . . . . .	(1) Religion . . . . .	(1) Religion . . . . .	(1) Religion . . . . .
Electives . . . . .	(4) Electives . . . . .	(4) American History . . . . .	(2) Electives . . . . .
		Electives . . . . .	(3)

### BACHELOR OF SCIENCE (B. S.)

<b>First Year.</b>	<b>Second Year.</b>	<b>Third Year.</b>	<b>Fourth Year.</b>
	Units	Units	Units
English . . . . .	(3) English . . . . .	(2) English . . . . .	(1) Majors . . . . .
French or German . . . . .	(3) French or German . . . . .	(3) Majors . . . . .	(6) Philosophy . . . . .
Mathematics . . . . .	(3) Majors . . . . .	(7 or 8) Church History . . . . .	(1) Church History . . . . .
Science . . . . .	(4) Philosophy . . . . .	(1) Religion . . . . .	(1) Religion . . . . .
Scripture . . . . .	(1) Religion . . . . .	(1) Second Science . . . . .	(4) Electives . . . . .
Religion . . . . .	(1) Electives . . . . .	(3) Electives . . . . .	(4)
Electives . . . . .	(2)		

\* Two years of college work in French and German or Spanish are required.

## DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Letters (B. Litt.), or in Science (B. S.). Every candidate for the A. B., the B. Litt., or the B. S. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: with distinction (*cum laude*); WITH HIGH DISTINCTION (*magna cum laude*); WITH HIGHEST DISTINCTION (*Summa cum laude*).

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) or Master of Science (M. S.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of their ability to carry on the work for the Master's degree.

Students who have received the Master's degree from Trinity College, or any other college of satisfactory standing may complete their studies at Trinity for the degree of Ph. D. This graduate work is done under the direction of Professors of the University who are on the Faculty of Trinity, and the degree is conferred by the Catholic University.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June. Detailed information in regard to graduate work may be obtained from the Secretary of the College.

## GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects: *e. g.*, the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow:

## **GREEK AND LATIN**

### **SOPHOMORE YEAR**

**RELIGION.**

**GREEK.**

**SACRED SCRIPTURE.**

**LATIN.**

**PHILOSOPHY.**

**ELECTIVES:**

German. French. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

**ENGLISH.**

**SCIENCE.**

### **JUNIOR YEAR**

**RELIGION.**

**GREEK.**

**PHILOSOPHY.**

**LATIN.**

**CHURCH HISTORY.**

**ELECTIVES:**

German. French. Spanish.  
History. Mathematics.  
Economics.  
Science. Education. Sociology.  
History of Art.

**ENGLISH.**

### **SENIOR YEAR**

**RELIGION.**

**GREEK.**

**CHURCH HISTORY.**

**LATIN.**

**PHILOSOPHY.**

**ELECTIVES:**

German. French.  
English. Spanish. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology. History of Art.

**HISTORY.**

## LATIN AND GERMAN

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

SACRED SCRIPTURE.

**GERMAN.**

PHILOSOPHY.

ELECTIVES:

Greek. French. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

ENGLISH.

### JUNIOR YEAR

RELIGION.

**LATIN.**

CHURCH HISTORY.

**GERMAN.**

PHILOSOPHY.

ELECTIVES:

Greek. French. Spanish.  
Science. History. Mathematics.  
Education. Economics.  
Sociology.  
History of Art.

ENGLISH.

### SENIOR YEAR

RELIGION.

**LATIN.**

CHURCH HISTORY.

**GERMAN.**

PHILOSOPHY.

ELECTIVES.

Greek. French.  
Spanish. English. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology. History of Art.

HISTORY.

## LATIN AND FRENCH

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

SACRED SCRIPTURE.

**FRENCH.**

PHILOSOPHY.

ELECTIVES:

Greek. German. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

ENGLISH.

### JUNIOR YEAR

RELIGION.

**LATIN.**

PHILOSOPHY.

**FRENCH.**

CHURCH HISTORY.

ELECTIVES:

Greek. German. Spanish.  
History. Mathematics.  
Economics.  
Science. Education. Sociology.  
History of Art.

ENGLISH.

### SENIOR YEAR

RELIGION.

**LATIN.**

CHURCH HISTORY.

**FRENCH.**

PHILOSOPHY.

ELECTIVES:

Greek. German.  
Spanish. English. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology. History of Art.

HISTORY.

## LATIN AND ENGLISH

### SOPHOMORE YEAR

RELIGION.

**LATIN.**

**ENGLISH.**

SACRED SCRIPTURE.

Rhetoric and Composition.  
Literature.  
Philosophy.

PHILOSOPHY.

ELECTIVES:

Greek. German.  
French. Spanish. Economics.  
Sociology.  
History. Mathematics.  
History of Art.

SCIENCE.

### JUNIOR YEAR

RELIGION.

**LATIN.**

**ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

PHILOSOPHY.

ELECTIVES:

Greek. German.  
French. Spanish.  
History. Mathematics. Science.  
Education. Economics.  
Sociology.  
History of Art.

CHURCH HISTORY.

### SENIOR YEAR

RELIGION.

**LATIN.**

**ENGLISH.**

CHURCH HISTORY.

ELECTIVES:

Greek. German.  
French. Spanish. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology.  
History of Art.

HISTORY.

## **GERMAN AND FRENCH**

### **SOPHOMORE YEAR**

**RELIGION.**

**GERMAN.**

**FRENCH.**

**SACRED SCRIPTURE.**

**SCIENCE.**

**PHILOSOPHY.**

**ELECTIVES:**

Greek. Latin. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

**ENGLISH.**

### **JUNIOR YEAR**

**RELIGION.**

**GERMAN.**

**FRENCH.**

**CHURCH HISTORY.**

**ELECTIVES:**

Greek. Latin. Spanish.  
History. Mathematics.  
Science. Education. Economics.  
Sociology. History of Art.

**ENGLISH.**

### **SENIOR YEAR**

**RELIGION.**

**GERMAN.**

**FRENCH.**

**CHURCH HISTORY.**

**ELECTIVES:**

Greek. Latin.  
Spanish. English. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology.  
History of Art.

**HISTORY.**

## **ENGLISH AND GERMAN**

### **SOPHOMORE YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

**SACRED SCRIPTURE.**

#### **GERMAN**

**PHILOSOPHY.**

#### **ELECTIVES:**

Greek. Latin.  
French. Spanish.  
Mathematics. History.  
Economics.  
Sociology. History of Art.

**SCIENCE.**

### **JUNIOR YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

**PHILOSOPHY.**

#### **GERMAN.**

**CHURCH HISTORY.**

#### **ELECTIVES:**

Greek. Latin.  
French. Spanish.  
Mathematics. History.  
Science. Economics. Sociology.  
Education. History of Art.

### **SENIOR YEAR**

**RELIGION.**

#### **ENGLISH.**

**CHURCH HISTORY.**

#### **GERMAN.**

**PHILOSOPHY.**

#### **ELECTIVES:**

Greek. Latin.  
French. Spanish. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology.  
History of Art.

**HISTORY.**

## **ENGLISH AND FRENCH.**

### **SOPHOMORE YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

**SACRED SCRIPTURE.**

#### **FRENCH.**

**PHILOSOPHY.**

#### **ELECTIVES:**

Greek. Latin.  
German. Spanish. History.  
Economics.  
Mathematics. Sociology.  
History of Art.

**SCIENCE.**

### **JUNIOR YEAR**

**RELIGION.**

#### **ENGLISH.**

Rhetoric and Composition.  
Literature.  
Philology.

**PHILOSOPHY.**

#### **ELECTIVES:**

Greek. Latin.  
German. Spanish.  
Mathematics. History.  
Science. Economics. Sociology.  
Education. History of Art.

**CHURCH HISTORY.**

### **SENIOR YEAR**

**RELIGION.**

#### **ENGLISH.**

#### **FRENCH.**

**CHURCH HISTORY.**

#### **ELECTIVES:**

Greek. Latin.  
German. Spanish. Science.  
Mathematics. History.  
Economics.  
Philosophy. Education.  
Sociology.  
History of Art.

**HISTORY.**

## HISTORY AND THE SOCIAL SCIENCES

### SOPHOMORE YEAR

RELIGION.

#### HISTORY.

Modern History.

SACRED SCRIPTURE.

#### SOCIAL SCIENCE.

Elements of Sociology.

PHILOSOPHY.

#### ELECTIVES:

History of Art.

Elements of Economics.

Greek. Latin. German.

French. Spanish. Mathematics.

ENGLISH.

#### SCIENCE.

### JUNIOR YEAR

RELIGION.

#### HISTORY.

American Political History.

#### SOCIAL SCIENCE.

PHILOSOPHY.

#### ELECTIVES:

Comparative Study of Modern  
Governments.

Irish History.

English History.

Economics.

History of Art.

Greek. Latin. German. French.

Spanish. Science.

Education.

CHURCH HISTORY.

### SENIOR YEAR

RELIGION.

#### HISTORY.

American Constitutional History.

#### SOCIAL SCIENCE.

Comparative Study of Modern  
Governments.

CHURCH HISTORY.

#### ELECTIVES:

History of XIX Century.

Contemporary History.

Economics.

Sociology.

Greek. Latin. German.

Spanish. French. English.

Philosophy. Education.

History of Art.

PHILOSOPHY.

## COURSES OF STUDY

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### RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths.

1. APOLOGETICS.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
2. GOD AND MAN.—The Unity and Trinity of God. Creation. Original Sin. The Incarnation. The Redemption. The Mother of God.
3. SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
4. RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's *Handbook of Religion* and Schand's *Christian Apology* are recommended for collateral reading.

## SACRED SCRIPTURE

1. General Introduction to the Old Testament; Number and Classification of the Books. The Hebrew Bible; Greek, Latin, and English Versions.

Special Introduction: Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books.  
Prescribed for Freshmen.

*One hour weekly.*

2. General Introduction to the New Testament: Notion, Contents, and Division of the New Testament. The Gospels. The Life of Christ as portrayed by the Gospels: His miracles, prophecies, parables, and discourses. Acts of the Apostles. Epistles.

Prescribed for Sophomores.

*One hour weekly.*

## CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading, or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems, and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition, and services of Christian women as exemplified in the history of Catholicism.

- 1 a. THE CHURCH IN THE GRAECO-ROMAN WORLD.** (A. D. 29–476) The foundation of the Christian religion, the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the Christian writings of the first three centuries. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of the Church; the transition from imperial to barbarian society.
- b. THE CHURCH IN THE MIDDLE AGES.** (A. D. 476–1303) The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms. The empire of Charlemagne and the temporal power of the Pope; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations.
- c. (A. D. 1303–1517)** The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism.
- 2 a. (A. D. 1517–1648)** The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.
- b. (A. D. 1648–1789)** Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.
- c. (1789–1900)** The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences;

condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Juniors and Seniors.

*One hour weekly.*

## PHILOSOPHY

### 1. LOGIC.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Prescribed for Freshmen.

*Two hours weekly.*

### 2. BRIEFER COURSE IN LOGIC.

This course is designed for students who enter college with advanced standing, but have not studied logic.

*One semester, two hours weekly.*

Prescribed for those who cannot follow 1, and for students working for B. S. degree.

### 3. INTRODUCTION TO PHILOSOPHY.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

*One semester, two hours weekly.*

Prescribed for Sophomores.

### 4. ETHICS.

This course is planned with a view to the following results; a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical sys

tems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Prescribed for Seniors.

*Two hours weekly.*

## 5. HISTORY OF PHILOSOPHY.

- a. ANCIENT PERIOD.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.
- b. MEDLÆVAL PERIOD.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.
- c. MODERN PERIOD.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

*Two hours weekly.*

Prescribed for Juniors.

## 6. CONTEMPORARY PHILOSOPHY.

Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism, Scholasticism.

Prescribed for Seniors.

*One semester, two hours weekly.*

## 7. AESTHETICS.

Reality and its transcendental attributes; definition of the Beautiful; relation to the Good and the True; objective constituents of the Beautiful; the Aesthetic Feeling; definition of Art; its relation to life; Idealism and Realism; the purpose of Art; Art and Religion; fundamental principles of literary and artistic criticism; historical survey; recent and contemporary theories.

*One semester, two hours weekly.*

Open to Seniors.

## PSYCHOLOGY

### 1. GENERAL PSYCHOLOGY.

The methods employed in the psychological research are explained and illustrated. A historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

*One semester, two hours weekly.*

Prescribed for Sophomores.

### 2. GENETIC PSYCHOLOGY.

Aim and methods; analysis of mental development; processes, factors, results; application to the training of the child in home and school; meaning of development for the ultimate explanation of mental life.

Open to Juniors.

*One semester, two hours weekly.*

### 3. EXPERIMENTAL PSYCHOLOGY.

A lecture and laboratory course accentuating the phases of psychology which lie at the basis of modern educational and clinical problems.

*Lecture one hour a week.*

*Laboratory, three hours a week.*

### 4. CLINICAL PSYCHOLOGY.

The principal forms of abnormal mentality are explained and illustrated by clinical demonstrations. Students are given special instruction in the methods of examining backward children and the opportunity to apply these methods on cases coming to the clinic.

*Lecture one hour a week.*

Clinical work by special appointment at Providence Hospital.

## EDUCATION

### 1. HISTORY, ANCIENT AND MEDIÆVAL.

a. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.

- b.* Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.
- c.* Christian Education. Scholastic Era; Ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

*First semester, two hours weekly.*

Elective for Seniors.

## 2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

*Second semester, two hours weekly.*

Elective for Seniors.

## 3. THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

*First semester, two hours weekly.*

Elective for Juniors.

## 4. THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Elective for Juniors.

*Second semester, two hours weekly.*

## 5. THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activ-

ties and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

Elective for Seniors.

*First semester, two hours weekly.*

## 6. GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Elective for Seniors.

*Second Semester, two hours weekly.*

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Logic, General Psychology and Ethics. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

## THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German, and French serves a threefold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

## GREEK

1. Grammar. Exercises in writing Greek. Xenophon, *Anabasis*. General introduction to the study of Greek.  
*Five hours weekly.*  
Open to students who did not present Greek at entrance.
2. Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition. *Five hours weekly.*  
Open to students who have finished 1 or who presented minor Greek at entrance.
3. New Testament Greek. Selections from the Christian writers. *Three hours weekly.*  
Open to students who have finished 1 or who presented minor Greek at entrance.
4. Homer, *Odyssey*. Books I, II, VI and VII. Prose composition.  
Lectures—History of Greek literature to the Elegy. Homeric Antiquities. *One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major Greek at entrance.
5. Lysias, *Orations*, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.  
Lectures—The Attic Orators. The Heliastic Courts.  
*One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major Greek at entrance.
6. Plato, *Apology* and *Crito*. Prose composition.  
Lectures—The Philosophy of Plato.  
*One semester, three hours weekly.*  
Open to students who have finished 2, or who presented major Greek at entrance.
7. Euripides, *Medea*, *Alcestis* and *Hecuba*. Prose composition.  
Lectures—The Rise and Development of Tragedy.  
*Three hours weekly.*  
Prescribed for Sophomores in the Greek groups.

8. Sophocles, *Antigone*, *OEdipus Tyrannus*, or *Electra*. Advanced prose composition.  
Lectures—The Greek Dramatists.
- One semester, three hours weekly.*
- Open to Juniors in the Greek groups.
9. Lyric and Bucolic Poetry. Advanced prose composition.  
Lectures—The Elegy. The Dorian, Æolian, and Alexandrine Schools.
- One semester, three hours weekly.*
- Open to Juniors in the Greek groups.
10. Aristophanes, *Selections*. Advanced prose composition.  
Lectures—The Attic Comedy.
- One semester, three hours weekly.*
- Open to Juniors in the Greek groups.
11. Plato, *Republic*. *Two hours weekly.*  
Open to Juniors in the Greek groups.
12. Aristotle, *Poetics*. *One semester, three hours weekly.*  
Open to Seniors who have finished the requirements of the Greek groups.
13. Thucydides, *Book VII*. *One semester, two hours weekly.*  
Open to Seniors who have finished the requirements of the Greek groups.
14. Æschylus, *Agamemnon* and *Seven Against Thebes*.  
*One semester, three hours weekly.*  
Open to Seniors who have finished the requirements of the Greek groups.
15. Pindar, *Selected Odes*. *One semester, two hours weekly.*  
Open to Seniors who have finished the requirements of the Greek groups.
16. Lucian, *The Dream*, *Dialogues of the Dead*, *The Sale of the Philosophers*. *One semester, two hours weekly.*  
Open to Juniors or Seniors.

17. Homer, *Iliad, Books XVIII-XXIV.*  
Open to Juniors or Seniors. One semester, two hours weekly.
18. General review of Greek literature. Greek Syntax.  
One hour weekly.  
Open to Seniors who have finished the requirements of the Greek groups.
19. Greek History from original sources. One hour weekly.  
Open to all students in Greek except Freshmen.
20. Greek Myths. One hour weekly.  
Open to all students except Freshmen.
21. In 1918-1919 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.  
This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required.  
Five hours weekly.  
For Graduates.

## LATIN

1. Livy, *Book I.* Horace, *Odes and Epodes.* Prose composition.  
Four hours weekly.  
Prescribed for Freshmen.
2. Cicero, *Letters.* Tacitus, *Agricola.* Horace, *Satires and Epistles.* Ovid, *Selections.* Prose composition.  
Three hours weekly.  
Prescribed for Sophomores in the Latin groups.
3. History of Latin Literature. Reading of representative selections.  
Two hours weekly.  
Prescribed for Juniors in the Latin groups.

4. Roman Life. Selected readings from Pliny, *Letters*, Juvenal, *Satires*. Martial, *Epigrams*. *One hour weekly.*  
Prescribed for Juniors in the Latin groups.
5. General Review of Latin Syntax. Practice in writing Latin. Prescribed for Juniors in the Latin groups. *One hour weekly.*
- 6.\* Roman Comedy. Plautus and Terence, *Selected Plays*. Elective for Seniors in the Latin groups. *Two hours weekly.*
- 7.\* Roman History. Readings from Livy, Sallust, Tacitus, Suetonius. *Two hours weekly.*  
Elective for Seniors in the Latin groups.
- 8.\* Roman Philosophy. Cicero, *Tusculan Disputations*. Lucretius, *Books I and V*. *Two hours weekly.*  
Elective for Seniors.
- 9.\* Roman Poetry. Vergil, *Books VII-XII*. Selected readings from the elegiac poets. *Two hours weekly.*  
Elective for Seniors.
- 10.\* Roman Rhetoric. Cicero, *De Oratore*. Quintilian, *De Institutione Oratoria, Book X*. *Two hours weekly.*  
Elective for Seniors.
11. Advanced Prose Composition. *One hour weekly.*  
Elective for Seniors.
12. Introduction to Paleography. *One hour weekly.*  
Elective for Seniors.
13. Methods of Teaching Latin. *One hour weekly.*  
Elective for Seniors.
- 14, 15, 16, 17. Sight Reading. *One hour weekly.*  
Elective for Freshmen, Sophomores, Juniors and Seniors, respectively.

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\* Not more than two of these courses will be given in any one year.

## GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

- 18.\* Historical Grammar. History of the sounds and inflections of the Latin language. *Two hours weekly.*
- 19.\* Roman Antiquities. Public and private life of the Romans. Topography of ancient Rome. *One hour weekly.*
20. Latin Inscriptions. *Two hours weekly.*
21. Special Study of the stylistic peculiarities of a selected author as major work for the M. A. degree. *Five hours weekly.*

## GERMAN

1. Grammar. Readings and selected lyrics with practice in writing and speaking German. *Three hours weekly.*  
Open to students who did not present German at entrance.
2. Grammar. Prose composition. Reading. Conversation.  
*First semester, five hours weekly.*  
Open to students who presented minor requirements in German.
3. Grammar. Prose composition. Modern and classical prose and verse. *Second semester, five hours weekly.*  
Open to students who have completed 2 or equivalent.
4. Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading.  
*Three hours weekly.*  
Open to students who presented major requirements in German.

5. Grammar. Prose composition. This course is designed to meet individual needs of students. *One hour weekly.*  
Open to Freshmen and Sophomores.
6. The Classical Drama.  
Dramas of Lessing, Goethe, and Schiller are read and interpreted in class with the study of their dramatic construction according to the principles laid down in Freytag's *Technik des Dramas*. *Two hours weekly.*  
Open to students who have completed 3 or 4.
7. Kleist and Grillparzer.  
A study of their life and works. *Two hours weekly.*  
Open to students who have completed 3 or 4.
8. Scientific German.  
Readings in current scientific literature.  
Primarily for students in scientific groups. *Three hours weekly.*
9. General Survey of German Literature. *Two hours weekly.*  
Open to students who have completed 6 or 7.
10. German Conversation.  
Discussion of current events and assigned topics.  
Open to all students in German. *One hour weekly.*
11. Nineteenth Century Drama.  
Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others. *Two hours weekly.*  
Open to Seniors.
12. Nineteenth Century Novel.  
Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Freytag, Herbert, Keller, and others.  
Open to Seniors. *Two hours weekly.*

**13. Grammar Review.**

A detailed discussion of theoretical grammar from the standpoint of the high school teacher.

*One hour weekly.*

Prescribed for Seniors making German a major.

FOR UNDERGRADUATES AND GRADUATES

**14. Modern German Poetry.**

Weber's *Dreizehnlinden*, Scheffel's *Trompeter von Säkkingen* and other epic poems.

*Two hours weekly.*

**15. German Lyric Poetry since the time of Goethe.**

Special attention will be given to the study of rhythm and metre.

*Two hours weekly.*

**16. Romantic Writers.**

The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland.

*Two hours weekly.*

**17. Middle High German.**

Grammar and reading of Middle High German texts.

*Two hours weekly.*

**18. Germanic Mythology and Antiquities.**

*One hour weekly.*

**19. History of German Culture from the close of the Thirty Years' War to the close of the nineteenth century.**

Lectures and assigned readings.

*Two hours weekly.*

**20. Middle High German (second-year course).**

Critical study of the court epics and the Minnesingers.

*Two hours weekly.*

21. Old High German.

Braune, *Althochdeutsches Lesebuch.*

*Two hours weekly.*

22. History of the German Language.

Lectures and readings with special reference to Modern High German.

*One hour weekly.*

23. Seminar in German Literature.

The aim is to train graduate students in the scientific methods of the historical and critical study of literature.

*Two hours weekly.*

24. German Literary Criticism.

The lectures trace the development of literary and æsthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered.

*One hour weekly.*

## FRENCH

1. Cardon, *A Practical French Course.* Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.

*Three hours weekly.*

Open to students who did not present French.

2. Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.

*Three hours weekly.*

Open to students who presented minor requirements in French.

5. Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.

*Three hours weekly.*

Open to students who presented major requirements in French.

6. Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading. *Three hours weekly.*  
Open to students who have completed 5.
7. Original prose: description and narration. *One hour weekly.*  
Open to students who have completed 6.
8. Elementary French conversation and composition. Talks on assigned readings. *One hour weekly.*  
Open to students with permission of the Professor.
9. Advanced French conversation and composition. Discussion on current topics. *One hour weekly.*  
Open to students with permission of the Professor.
10. French social life and manners. Advanced conversation and composition. *One hour weekly.*  
Prescribed for students making French a major.
11. History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period. *Two hours weekly.*  
Prescribed for students who have completed 6.
12. Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries. *One hour weekly.*  
Open to students who have completed 6 and 11.
13. The French Novel. Lectures and collateral reading. *One hour weekly.*  
Open to students who have completed 6.
14. Special study of the writers of the nineteenth century. Lectures and collateral reading. *Two hours weekly.*  
Open to students who have completed 6 and 11.

15. French Epic Poetry with special study of Victor Hugo and Lamartine. *One hour weekly.*  
Open to students who have completed 11.
16. Lyric Poetry with introduction to French versification. *Second semester, one hour weekly.*  
Open to students who have completed 11 and 15.
17. A rapid review of French literature dealing only with writers of first importance. *One hour weekly.*  
Open to all students with permission of the Professor.
18. Special course in pronunciation and elocution. *One hour weekly.*  
Open to all students with permission of the Professor.
19. Philology. Phonology. Morphology. Old French. *Second semester, one hour weekly.*  
Open to Seniors who have completed 11 and 14.
20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching. *One hour weekly.*  
Prescribed for students making French a major.
21. A short course. Reading, prose composition, and conversation. *Two hours weekly.*  
Open to Juniors and Seniors.
22. Scientific French. Readings in scientific literature. *One hour weekly.*

#### GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

23. The French Novel from J. J. Rousseau to René Bazin.  
Works of J. J. Rousseau, Bernardin de St. Pierre, Chateaubriand and the English Influence, Madame de Staël and the German Influence, Victor Hugo, Honoré de Balzac, George Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet. *Two hours weekly.*
24. Literary criticism in France since the seventeenth century.  
Special study of the Querelle des Anciens et des Modernes, Sainte Beuve, Victor Cousin, Taine, Brunetière, and Faguet. *Two hours weekly.*
25. Literature of the French Salons; with a special study of the literary women of the seventeenth century.  
*Two hours weekly.*
26. Parallel between Corneille and Racine, with a careful study of three tragedies of each. *Three hours weekly.*
27. Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force, and ease, the results of thinking connectedly in French. *Three hours weekly.*
28. The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée. *Three hours weekly.*

## SPANISH

1. Elementary Spanish. Grammar. Reading of easy Spanish texts. Conversation. *Three hours weekly.*
2. Grammar and exercise in composition. Reading of modern prose. Conversation. *Three hours weekly.*  
Open to students who have taken 1.

3. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
5. Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*  
Open to students who have taken 1 and 2.
6. The History of Spain. Lectures, readings and recitations. *Two hours weekly.*  
Open to students who have taken 1 and 2.

## ENGLISH

1. Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature. *Three hours weekly.*  
Prescribed for Freshmen.
2. Argumentation. This course aims to apply the principles of logic to English composition. Several short arguments oral and written give practice in the methods of deductive and inductive proof, and the refutation of typical fallacies. Argumentative essays and magazine articles are analyzed. At least one long brief and the corresponding forensic are required. Toward the end of the course the oral composition takes the form of class debates. *Two hours weekly.*  
Prescribed for Sophomores.

3. Briefer course in argumentation. This course is designed for students who enter college with advanced standing and who are unable to follow English 2.

*Second semester, two hours weekly.*

4. Versification. English poetry studied from a structural and from an aesthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of verse.

*One hour weekly.*

Prescribed in the first semester for students making English a major.

5. Advanced composition. *Two hours weekly.*

Open to students who are taking no other composition course.

6. Prose composition. This course is designed to meet the individual needs of students. *One hour weekly.*

- 7 a. Short Story writing. *One hour weekly.*

Open to Seniors.

- 7 b. Essay writing. *One hour weekly.*

Open to Seniors.

8. Chaucer and Spenser. A study of the best known of the *Canterbury Tales*, with attention to their sources, language, and grammar. One book of the *Faery Queene*.

*Second semester, two hours weekly.*

Open to Sophomores.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

*Second semester, one hour weekly.*

Open to Sophomores.

10. Shakespeare. Life and works. Detailed study of four plays, with reading and discussion of the most important histories, comedies, and tragedies.

*First semester, two hours weekly.*

Open to Juniors.

11. Milton. His life, purpose, and achievement. Study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. *Second semester, one hour weekly.*  
Open to Juniors.
13. The Classical Age. While chief attention in this course is given to Dryden and Pope, other authors of the period, especially Addison and Steele, are included. The life, work, and influence of those authors are studied, as well as the historical background.  
*Second semester, two hours weekly.*  
Open to Juniors.
15. English Poetry from the publication of the Lyrical Ballads to the present day. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Tennyson. Robert Browning and Elizabeth Barrett Browning. The Celtic Revival. Francis Thompson.  
*Two hours weekly.*  
Prescribed for Juniors.
16. Seminar in Recent Literature. *One hour weekly.*  
Open to Juniors.
- 18.\* An intensive study of Tennyson, Browning, or some other nineteenth century poet.  
Open to Seniors. *Two hours weekly.*
19. Prose Fiction. Jane Austen, Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least two novels by each of the authors named above.  
*Three hours weekly.*  
Open to Seniors.

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\* Not offered in 1918-1919.

20. English Prose, exclusive of fiction, from the founding of the *Edinburgh Review* to the present day. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Stevenson, Cardinal Newman.
21. History of American Literature. The Colonial, Revolutionary, and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists.  
Open to Freshmen. *Three hours weekly.*
23. Literary Criticism. The nature and function of criticism. The history of literary criticism in England. Examination of the methods and materials used by such critics as Matthew Arnold, Pater, and Stedman, and by the reviewers of the present day. Practical work in critical exposition.  
*Two hours weekly.*  
Primarily for graduates, but open with permission to undergraduates who have completed the major requirement in English.
24. Historical English. A survey of the history of the English language. Introduction to old English grammar. Cook, *First Book in Old English*.  
*First semester, three hours weekly.*  
Prescribed for Sophomores making English a major.
25. Old English prose and verse. Bright, *Anglo-Saxon Reader*. *Beowulf* (Schücking's text).  
*Two hours weekly.*  
Open to Juniors who have completed Course 24.
26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied.  
*Two hours weekly.*  
Primarily for graduates, but open to undergraduates who have completed Course 25.

The English Department reserves the right to withdraw any elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English. Modern English Literature, and American Literature. Stu-

dents electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

## HISTORY

The object of the course in History is three-fold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations and private readings.

**1. MEDIÆVAL HISTORY TO 1517.**—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to the study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course:—the Teutonic nations; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System; the extension of Mohammedanism; the scope and results of the Crusades; the Hundred Years' War; the revival of classical learning; the geographical discoveries.

Open to Freshmen.\*

*Two hours weekly.*

**2. EUROPEAN HISTORY 1517-1815.**—This course traces the history of Europe to the close of Napoleon's career. Attention is devoted to the following topics:—the political changes caused by the Reformation; England in the era of religious revolution; the Thirty Years' War; the Age

\* History 1 is prerequisite to later elections, if such elections are to be recognized as major work in history or economics.

of Louis XIV; the rise of Prussia; the Seven Years' War; the expansion of England; the causes, principles, and chief events of the French Revolution; the rise of Napoleon; the establishment of the Empire; the Napoleonic era in its French and European aspects.

Open to Sophomores.

*Two hours weekly.*

3. **HISTORY OF THE NINETEENTH CENTURY.**—This course is planned to give a general outline of the history of the nineteenth century. It includes the following topics:—the Congress of Vienna; the epoch of reform in England; Ireland and Home Rule; the political changes in France; the rise and development of contemporary Germany; the creation of united Italy and the loss of the temporal power of the Popes; the rise of Japan; the relations between Russia, Turkey and the Balkan States.

*Two hours weekly.*

Open to Juniors and Seniors.

4. **CONTEMPORARY HISTORY.**—This course deals with current history and is designed to give the student a knowledge of present day events.

Open to Juniors and Seniors.

*One hour weekly.*

5. **AMERICAN POLITICAL HISTORY TO 1861.**—This course is designed to give the student a general knowledge of American Political History from the period of discoveries to the beginning of the Civil War. The following are among the subjects considered:—Spain, France, and England in North America; intercolonial wars; the causes and events of the American Revolution; the United States under the Articles of Confederation; the Constitution; the causes and results of the war of 1812; the Jacksonian epoch; the war with Mexico.

Open to Juniors.

*First semester, two hours weekly.*

**AMERICAN POLITICAL HISTORY FROM 1861 TO THE PRESENT DAY.**—Among the subjects considered in this course are the following:—the controversy over slavery; the question of secession; the Civil War and the period of reconstruction; the commercial and industrial growth of the United States; the Spanish-American War; the United States in the Pacific.

Open to Juniors.

*Second semester, two hours weekly.*

**6. AMERICAN CONSTITUTIONAL HISTORY.**—The object of this course is to acquaint the student, in a more special manner, with the rights and duties of American citizenship. Among the subjects considered the following may be mentioned:—the Articles of Confederation; the formation of the Constitution; some recent State constitutions; local government—county and town; the initiative, referendum and recall; the question of women's rights.

*Two hours weekly.*

Prescribed for Seniors.

**7. IRISH HISTORY.**—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the history of the Irish people in modern times.

Open to all students.

*One hour weekly.*

**8. ENGLISH POLITICAL HISTORY.**—This course covers the mediæval and modern period of English History. The study of industrial and social conditions receives special attention.

*One semester, two hours weekly.*

Open to Juniors and Seniors.

## ECONOMICS

**1. \*ELEMENTARY ECONOMICS.**—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution, and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

*One year, two hours weekly.*

Open to Sophomores, Juniors, Seniors.

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\* Economics 1 and History 1 are prerequisites for major work in Economics.

- 2. INDUSTRIAL HISTORY OF ENGLAND.**—A study of industrial forms, with particular attention to villenage, home manufactures, and the factory system.

*First semester, two hours weekly.*

Open to students who have taken Economics 1.

- 3. INDUSTRIAL HISTORY OF THE UNITED STATES.**—Study of the industrial and commercial relations during the colonial and revolutionary periods; history of protective tariff; and growth of manufactures; history of transportation; economic basis of slavery; the rise of the labor movement, and the background of recent social legislation.

*Second semester, two hours weekly.*

## SOCIOLOGY

- 1. ELEMENTARY SOCIOLOGY.**—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social processes.

*One year, two hours weekly.*

- 2. PRINCIPLES OF RELIEF.**—Study of problems and processes of poverty and of policies and principles in the modern development of relief work with particular attention to Catholic thought and practice. *Two hours weekly.*

Open to Juniors and Seniors in 1918-1919. Elementary Sociology or Economics, and Industrial History required. Field study and critical reports on methods and literature are emphasized throughout.

For related courses in Experimental and Clinical Psychology, see p. 75.

## POLITICAL SCIENCE

1. ELEMENTS OF POLITICAL SCIENCE.—The nature, origin, basis, functions and constitution of the State; and the chief forms and departments of government.

*One year, two hours weekly.*

2. THE ECONOMIC AND SOCIAL ACTIVITIES OF THE STATE.—Legislation concerning commerce, industry, labor, charity and education.

*One year, two hours weekly.*

3. COMPARATIVE STUDY OF MODERN GOVERNMENTS.—This course embraces an analysis of the problems of self-government and a comparative study of the existing systems of government in the principal modern states.

*One hour weekly.*

Open to Juniors and Seniors.

## MATHEMATICS

1. SOLID GEOMETRY.—Demonstrations of propositions; applications of principles to numerical examples.

*One semester, three hours weekly.*

2. TRIGONOMETRY.—Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss's Formulae, applications.

*One semester, three hours weekly.*

3. TRIGONOMETRY, ANALYTIC GEOMETRY.—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences.

*One year, three hours weekly.*

Recommended for students who wish to take Physics; also for the Science degree.

4. ADVANCED ALGEBRA.

*One semester, three hours weekly.*

5. ANALYTIC GEOMETRY.—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola. *One semester, three hours weekly.*  
Open to students who have taken 2.
6. CALCULUS, DIFFERENTIAL AND INTEGRAL.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration. *One year, three hours weekly.*  
Open to students who have taken 2, 4, and 5, or 3.
7. THEORY OF EQUATIONS AND DETERMINANTS.—Continuation of 4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants. *One semester, three hours weekly*  
Open to students who have taken 2, 4, and 5, or 3.
8. CALCULUS (SECOND COURSE).—More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications. *One semester, three hours weekly.*  
Open to students who have taken 6.
9. ANALYTIC GEOMETRY (SECOND COURSE).—A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions.  
*One year, two hours weekly.*  
Open to students who have taken 4 and 5, or 3.
10. HISTORY OF MATHEMATICS. *One year, one hour weekly.*  
Open to students who have taken 6.
11. TEACHERS' COURSE.—A critical review of Algebra and Geometry with a view to modern methods of teaching.  
*Two semesters, two hours weekly.*  
Open to Seniors who have taken 1, 2, 4, 5, and 6, or 3 and 6.

**12. ANALYTIC MECHANICS.**—Special attention is paid to the mathematical theory of Mechanics.

Open to graduates and to undergraduates who have completed the Major Requirements in Mathematics.

**13. DIFFERENTIAL EQUATIONS.**—General linear equations with constant coefficients; special forms of differential equations of higher order; integration in series.

*One semester, three hours weekly.*

Primarily for graduates, but open with permission to undergraduates who have completed 8.

**14. VECTOR ANALYSIS.**

*Three hours weekly.*

Open to graduates.

**15. PROJECTIVE GEOMETRY.**

*Three hours weekly.*

Open to graduates.

## PHYSICS

**1. GENERAL PHYSICS.**—Lectures, reading, recitations and laboratory exercises in the fundamental principles of the science.

*Five hours weekly.*

Open to students who have not offered Physics for entrance.

**2. ADVANCED PHYSICS.**—Mechanics; Geometrical Optics.

*One semester, five hours weekly.*

Prerequisite, Course 1, or its equivalent.

**3. HEAT.**—Thermometry; Calorimetry; Elementary Thermo dynamics.

*One semester, five hours weekly.*

Prerequisite, Course 1, or its equivalent.

**4. WAVE MOTION AND SOUND.**

*One semester, three hours weekly.*

Prerequisite, Course 1.

**5. ETHER WAVES.**—Phenomena and laws of interference and diffraction; optical instruments; dispersion; spectrum analysis; color phenomena; polarization; propagation in crystalline media. *One semester, five hours weekly.*

Prerequisite, Courses 2 and 4.

**6. ELECTRICITY.** *One semester, five hours weekly.*

Prerequisite, Courses 1 and 3.

**7. Selected Problems assigned for investigation, experimental work and discussion.** *One semester, two hours weekly.*

## CHEMISTRY

**1. INORGANIC CHEMISTRY.**—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice. *Four hours weekly.*

Open to Sophomores.

**2. QUALITATIVE ANALYSIS.**—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations. *First semester, four hours weekly.*

Open to students who have completed 1.

**3. QUANTITATIVE ANALYSIS.**—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis. *Second semester, four hours weekly.*

Open to students who have completed 2.

**4. ORGANIC CHEMISTRY.**—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.

Open to students who have completed 1. *Four hours weekly.*

5. ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
6. ADVANCED LABORATORY COURSE.—Special work in Organic Preparations, or Advanced Analytical Chemistry.  
*One semester, three hours weekly.*  
Open to students who have completed 1, 2, 3 and 4.
7. HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.  
*One semester, two hours weekly.*  
Open to students who have completed 1.
8. FOOD CHEMISTRY.—A study of the chemistry of proteins, fats and carbohydrates with special emphasis upon the composition of such foods as flour, milk, butter, meat, etc. The adulteration, sterilization and preservation of foods.  
*One hour weekly.*
9. THE TEACHING OF CHEMISTRY.—Lectures, recitations, and practice work.

## BIOLOGY

### 1. GENERAL BIOLOGY.

This course is designed to acquaint the student with the fundamental principles of animal and plant life as a preparation for the further study of botany and zoölogy. It also furnishes an opportunity for gaining a practical knowledge of general biology.

By the study of amoeba and other protozoa, saccharomyces, protoccus and non-pathogenic bacteria, the student becomes familiarized with the unicellular organism; by the study of hydra, obelia, and spirogyra, with the multicellular.

The earthworm, crayfish, perch, frog, and rabbit are chosen as typical forms of animal life. The liverwort, moss, fern, pine, and sun-flower are studied to introduce the student to botany.

The course is conducted by means of lectures, laboratory work, and field excursions. Special attention is paid to the drawing of objects studied in the laboratory. Individual use of the microscope. Dissection of animal forms as well as the differentiation and generalization of their various structures and functions.

It is desirable that those who enter this course have an elementary knowledge of physics and chemistry.

Open to Sophomores.

*Five hours weekly.*

### 3. GENERAL BOTANY.

In this course the foundation principles of plant biology are considered, including a study of plant life in general with reference to the morphology, function and development of plants, their relations to light, soil, moisture, and other biotic conditions that make up their environment.

During the second semester the time is devoted to systematic botany with a study of typical plants representing the more general group of angiosperms.

The work in this course is supplemented by visits to the Department of Agriculture, the Botanical Gardens, and by field excursions with the special aim of making the student familiar with the flora of the locality.

Open to Sophomores.

*Five hours weekly.*

### 4. ANIMAL HISTOLOGY AND TECHNIQUE.

This course consists of lectures with a study in the laboratory of the microscopic structure of the various tissues and organs. Its aim is to train the student by individual practice in the killing, fixing and sectioning of specimens, the preparation of media, as well as the staining and mounting of slides and other methods of microscopic technique.

This course presupposes ability to manipulate the microscope and some knowledge of general biology.

*Three hours weekly.*

Open to students who have completed 1.

## **5. COMPARATIVE ANATOMY OF VERTEBRATES.**

This course is intended mainly for students who intend to prepare themselves for the work of teaching biology or who for any other reason desire a deeper insight into the forms of animal life than can be obtained in the course in general biology.

In this course typical organisms will be studied in their relations to one another. The skull, shoulder and pelvic girdles will be followed from the fishes to the mammals. In like manner the nervous, circulatory and muscular systems will be studied as variations of a fundamental structure that is to be found throughout the various classes of vertebrates.

Comparative Anatomy alone can give the student that insight into the structure of organisms which reduces the burden of memory to a minimum and impresses facts by a rational group of relations.

*Three hours weekly.*

Open to students who have completed 1 or 2.

## **6. COMPARATIVE MORPHOLOGY AND TAXONOMY OF THE FUNGI.**

Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development. General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work.

*Three hours weekly.*

Open to students who have taken 3.

## **7. MORPHOLOGY AND TAXONOMY OF THE PTERIDOPHYTA, BRYOPHYTA AND ALGÆ.**

Study of typical genera. Laboratory and field work. Comparative Histology, Morphology and Taxonomy of Gymnospermae. Laboratory and field work.

Open to students who have taken 3.

*Three hours weekly.*

## **9. PLANT PHYSIOLOGY.**

Advanced work on the phenomena of respiration, photosynthesis, metabolism, nutrition, growth movement, irritability of plants, their reaction to changed surroundings, transformations, and modes of reproduction.

Open to Seniors.

*Three hours weekly.*

#### **10. EMBRYOLOGY.**

This course will be devoted to the study of two representative forms of vertebrate embryo, the chick and the pig. Fertilization, cleavage, and stages up to gastrulation will be studied in Ascaris.

Open to students who have completed 1.      *Five hours weekly.*

#### **11. PHILOSOPHY OF NATURE.**

In this course the data of science will be presented as the foundation of generalizations of theoretical interest. The theory of the cell will be studied in its relation to modern concepts of Mendelism and Eugenics. The problems of life, heredity and evolution, the relation of body and mind, of God and the world will be considered. General Biology is advised as a pre-requisite but not required.

Open to all students in science.      *One hour weekly.*

#### **12. GENERAL PHYSIOLOGY AND HYGIENE.**

An elementary course in physiology and hygiene intending to give an outline of the general principles of the normal functions of the body combined with a study of personal and domestic hygiene and sanitary science.

Open to all students.      *One hour weekly.*

#### **13. MICROSCOPIC DRAWING.**

A practical course in drawing designed to acquaint the student with the principles of delineation and color as an aid to an intelligent interpretation of objects viewed under the microscope and to accuracy of detail in representing them in pen and ink, pastel and water colors.

This course is advised to students taking 4 and 8.

## **HISTORY OF ART**

#### **1. Historic development of the Arts. Decorative and expressive Art. Fundamental principles underlying art expression; their practical application illustrated in decoration.**

*One semester, one hour weekly.*

Open to Juniors and Seniors.

2. Historic Ornament. Origin and development of style in Architecture. Place of Architecture in modern culture.  
Open to Seniors. *One semester, one hour weekly.*
3. The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome. *One hour weekly.*  
Open to all students.
4. Early Christian Art. Christian Symbolism. Early Florentine Painters. The Dawn of the Renaissance.  
Open to first-year students. *First semester, one hour weekly.*
5. History of Painting. Special study of the High Renaissance. Leonardo da Vinci, Michelangelo, Raphael, and Titian. Italian Sculpture.  
Open to first-year students. *Second semester, one hour weekly.*
6. Venetian and Spanish Painting. French, Flemish, Dutch and German Schools. Pre-Raphaelitism.  
*First semester, one hour weekly.*  
Open to students who have taken 4 and 5.
7. The development of Art in America. Special study of the works of the earlier Painters to those of the present day.  
*Second semester, one hour weekly.*  
Open to students who have completed 4 and 5.

Courses extending through four semesters present an opportunity for a student to cover a considerable part of the field of the History of Art.

While it is not absolutely essential that a student should have taken 1 and 2 in order to be admitted to 3, 4, 5 and 6, it is desirable that a sequence should be observed, and that the historical evolution of the great art epochs should be approached in such a manner as to contribute the largest educational values.

The Courses in the History of Art are given in the O'Connor Art Gallery, in the Art Reading Room, and in the Holahan Social Hall of Trinity College, where a large and valuable collection of paintings, engravings and sculpture affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

## ELOCUTION

### 1. Enunciation and Training of the Voice.

This course aims to develop the proper use of voice, clear enunciation, and correct pronunciation in daily speech as well as in public address.

### 2. Training of the Body and Voice.

This course is a continuation of Elocution 1 with more advanced work.

### 3. General Principles of Vocal Expression.

### 4. Dramatic Reading.

This course deals with the analysis of characters. Scenes selected for memorizing and acting.

Two plays studied.

Open to all students.

## PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

### SWIMMING-POOL

The Swimming-pool, erected in 1916 at a cost of \$25,000, is the gift of the Alumnæ of the College, and is destined to form part of the Gymnasium to be erected when funds are complete. The pool is white tile, 25 by 60 feet, with a graduated depth of 4 to 7½ feet. A patent overflow provides for the sanitation of the pool by carrying off surface water. There are adequate conveniences of marble showers and dressing-rooms, steel lockers, drying-room, manicuring and shampooing room, and a beautiful solarium for rest and recreation. An instructor is always in attendance to provide lessons in swimming and to watch the safety of those using the pool.

### STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The Literary Society,  
The Dramatic Society,  
The Glee Club,  
The Mandolin Club,  
The Current Events Club,  
The Classical Club,  
Le Cercle Français,  
The Chemical Society,  
The Mathematics Circle,  
The Christ Child Society,  
Foreign Mission Society, and

The Sodality of the Immaculate Conception,  
are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

## COLLEGE DISCIPLINE

The College insists on regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in College, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz., daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

The College reserves the right to exclude at any time students whose conduct or academic standing renders them undesirable members of the institution, and in such cases the fees due or which may have been paid in advance to the College will not be refunded or remitted in whole or in part.

## TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the Secretary informed of their addresses.

## NEEDS OF THE COLLEGE

Steady improvements have been made in the building and equipment of the College since its foundation, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

A Science Building.

A Gymnasium Building.

ASSOCIATION  
OF THE  
FOUNDERS OF TRINITY COLLEGE

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Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living or dead, every Saturday.

# DEGREES CONFERRED BY TRINITY COLLEGE

## BACHELOR OF ARTS

### 1904

Coleman, Anna Aloysius,	Greek and Latin Group.
Pelham Manor, New York.	
Dooly, Margaret Louise,	Greek and German Group.
Salt Lake City, Utah.	
Gavin, Blanche Manning,	Greek and Latin Group.
Quincy, Massachusetts.	
Gray, Marion Alice,	Greek and Latin Group.
St. Louis, Missouri.	
Griffin, Eleanor Patricia,	Latin and French Group.
New York City.	
Lamb, Elizabeth Gertrude,	English and French Group.
Worcester, Massachusetts.	
Linahan, Agatha Anna,	English and French Group.
New Haven, Connecticut.	
McDevitt, Margaret Mary,	English and French Group.
Lancaster, Pennsylvania.	
McEnelly, Katharine Mary,	Greek and Latin Group.
Hopkinton, Massachusetts.	
*McGorrisk, Mary Ellen,	German and French Group.
Des Moines, Iowa.	
McMahon, Florence Elizabeth,	Latin and French Group.
Worcester, Massachusetts.	
O'Mahoney, Helen Loretto,	English and German Group.
Lawrence, Massachusetts.	
Parsons, Elsie Marie,	Greek and Latin Group.
Philadelphia, Pennsylvania.	
Rottermann, Marie Frances,	Latin and German Group.
Dayton, Ohio.	
*Rudge, Florence Marie,	Latin and English Group.
Youngstown, Ohio.	

## BACHELOR OF LETTERS

### 1904

Mary Eléonor Sheridan, Dubuque, Iowa.

## MASTER OF ARTS

### 1905

McEnelly, Katharine Mary,	Greek and German.
A. B., Trinity College, Hopkinton, Massachusetts.	
*Rudge, Florence Marie,	Latin and English.
A. B., Trinity College, Youngstown, Ohio.	

\* Deceased.

BACHELOR OF SCIENCE

1905

Gray, Marion Alice,  
A. B., Trinity College,  
St. Louis, Missouri.

Chemistry and Mathematics.

BACHELOR OF ARTS

1905

Casey, Ella Josephine,  
B. L., Smith College,  
Lee, Massachusetts.

English and French Group.

Brosseau, Marguerite Marie,  
Chicago, Illinois.

English and French Group.

Burke, Anna Ellen,  
Boston, Massachusetts.

Greek and French Group.

Doyle, Julia Mary,  
Chicago, Illinois.

Latin and German Group.

Feeenan, Mary Agnes,  
Salem, Massachusetts.

Latin and French Group.

Hayes, Miriam Barbara,  
New York City.

Latin and French Group.

Meehan, Mary Regis,  
Jamaica Plain, Massachusetts.

German and French Group.

MacDonald, Jane Louise,  
Boston, Massachusetts.

Latin and German Group.

O'Brien, Anna,  
Somers, Montana.

Latin and Mathematics Group.

O'Crowley, Edna Madeleine,  
Newark, New Jersey.

English and German Group.

O'Donohue, Katherine,  
Omaha, Nebraska

English and German Group.

Scanlan, Helen Brendan,  
Pawtucket, Rhode Island.

Latin and German Group.

Sullivan, Blanche Laura,  
Cincinnati, Ohio.

Greek and German Group.

BACHELOR OF ARTS

1906

Doherty, Mary Elizabeth,  
Worcester, Massachusetts.

German and Mathematics Group.

Kennedy, Mary Agnes,  
Charlestown, Massachusetts.

French and Botany Group.

O'Neil, Sara Treanor,  
Somerville, Massachusetts.

French and English Group.

Vlymen, Josephine Mary,  
Hempstead, New York.

Greek and Latin Group.

Young, Spalding,  
Lexington, Kentucky.

Latin and English Group.

BACHELOR OF LETTERS

1906

Collins, Anna Ivan, North Adams, Massachusetts.

## BACHELOR OF ARTS

1907

Bradley, Mary Agnes, Worcester, Massachusetts.	Chemistry and English Group.
Cummings, Margaret, Fall River, Massachusetts.	Chemistry and English Group.
Doyle, Katharine Mary, Holyoke, Massachusetts.	History and German Group.
*Eagan, Veronica, Philadelphia, Pennsylvania.	English and French Group.
Feenan, Alice Gertrude, Salem, Massachusetts.	English and French Group.
Green, Mary Joanna, Everett, Massachusetts.	English and French Group.
Higgins, Mary Isabel, Westerly, Rhode Island.	Latin and German Group.
Kelly, Cecilia Clare, Brooklyn, New York.	Latin and French Group.
Kennedy, Elizabeth Rose, Amsterdam, New York.	English and German Group.
Linehan, Helen Gertrude, Cambridge, Massachusetts.	English and French Group.
Loughran, Elizabeth Ward, Warren, Rhode Island.	Greek and Latin Group.
McCaffrey, Mary Cecilia, Omaha, Nebraska.	Latin and English Group.
McGorrisk, Susan, Des Moines, Iowa.	English and French Group.
McKenna, Mary Elizabeth, New York City.	Mathematics and Latin Group.
*McMahon, Blanche Gertrude, Worcester, Massachusetts.	Botany and English Group.
Moore, Elizabeth Frances, Springfield Massachusetts.	Latin and English Group.
O'Crowley, Irene Mary, Newark, New Jersey.	English and German Group.
Ryan, Alice Mary, Brooklyn, New York.	Latin and English Group.
Schofield, Helen Teresa, Chicago, Illinois.	English and German Group.
St. Clair, Mary Rose, Collinsville, Connecticut.	Latin and English Group.

## BACHELOR OF LETTERS

1907

Connors, Mary Margaret,  
Buffalo, New York.

Fagan, Marie Alice,  
Pittsburgh, Pennsylvania.

\*Deceased.

## MASTER OF ARTS

1908

McNamara, Helen Catherine,  
A. B., Cornell University, 1907,  
Binghamton, New York.

Sociology and History Group.

## BACHELOR OF ARTS

1908

Butler, Anna Patricia,  
Cambridge, Massachusetts.  
Callahan, Lilian,  
Albany, New York.  
Callaghan, Margaret Mary,  
Haverhill, Massachusetts.  
Connelly, Mary Mildred,  
Bradford, Pennsylvania.  
Dansby, Ora Maria,  
Fort Smith, Arkansas.  
Gavagan, Beatrice Antoinette,  
Los Angeles, California.  
Holohan, Louise Catharine,  
Waterbury, Connecticut.  
Kelly, Agatha Rose,  
Penn Yan, New York.  
Madden, Marie Regina,  
Brooklyn, New York.  
McQuaid, Janet Louise,  
Holyoke, Massachusetts.  
Merkle, Elizabeth Wenis,  
Chillicothe, Ohio.  
Simon, Marie Louise,  
Philadelphia, Pennsylvania.  
Vlymen, Helen Teresa,  
Hempstead, New York.

Latin and English Group.  
English and French Group.  
Latin and German Group.  
Latin and German Group.  
German and Mathematics Group.  
English and French Group.  
Latin and French Group.  
Latin and English Group.  
Latin and English Group.  
English and French Group.  
German and French Group.  
English and German Group.  
Greek and Latin Group.

## BACHELOR OF LETTERS

1908

Murray, Mary Katharine, Troy, New York.

## BACHELOR OF ARTS

1909

Daeley, Bertha Liguori, Devil's Lake, North Dakota.	English and French Group.
Harrington, Constance Helen, O'Neill, Nebraska.	French and Chemistry Group.
Logan, Martha Teresa, South Boston, Massachusetts.	English and Chemistry Group.
Maher, Agnes Mary, Utica, New York.	Latin and English Group.
*Moynehan, Lilian Teresa, Glens Falls, New York.	English and French Group.
Moriarty, Mary Teresa, Springfield, Massachusetts.	English and French Group.
Murphy, Mary Desmond, Norwich, Connecticut.	English and French Group.
Murray, Mary Catharine, Grand Rapids, Michigan.	Latin and German Group.
O'Dwyer, Mary, Texarkana, Arkansas.	English and French Group.
Sallaway, Margaret Mary, Dorchester, Massachusetts.	Latin and French Group.
Shine, Honoria Kennelly, Holyoke, Massachusetts.	English and French Group.
Showel, Mary Cecilia, Toledo, Ohio.	English and Mathematics Group.
Sullivan, Helen Esther. Chicago Illinois.	Latin and French Group.

## BACHELOR OF LETTERS

1909

Flynn, Mary Storrs, Dorchester, Massachusetts.	Lorando, Rosario, Washington, District of Columbia.
*Hannan, Olivia Honora, Ironton, Ohio.	McGrane, Mary Elizabeth, Cincinnati, Ohio.
Kennedy, Martha Mary, Worcester, Massachusetts.	Nolan, Helen Teresa, Reading, Pennsylvania.
Yund, Laura Louise, Amsterdam, New York.	

\* Deceased.

## BACHELOR OF ARTS

1910

Baillargeon, Emma Lucile, Seattle, Washington.	English and French Group.
Barnes, Beatrice Frances, Madison, Wisconsin.	English and German Group.
Barnes, Dorothy Mary, Madison, Wisconsin.	English and German Group.
Brady, Agnes Constance, Fall River, Massachusetts.	Latin and German Group.
Degnan, Katherine Helen, Providence, Rhode Island.	Greek and Latin Group.
Droste, Mary Teresa, Grand Rapids, Michigan.	German and Chemistry Group.
Finn, Rose Helene, Holyoke, Massachusetts.	Greek and Latin Group.
Galligan, Loretta, Taunton, Massachusetts.	Latin and French Group.
Hays, Jeanette, Canton, Ohio.	Latin and German Group.
Kennedy, Clara Christine, Amsterdam, New York.	English and History Group.
Larkin, Hazel Frances, Bartlesville, Oklahoma.	English and History Group.
Lennon, Edith Marie, Lowell, Massachusetts.	French and History Group.
McKeever, Helen Margaret, Hollywood, California.	English and German Group.
McKeough, Mary Elizabeth, Amsterdam, New York.	English and History Group.
McNally, Marie Aloysius, White Haven, Pennsylvania.	English and Mathematics Group.
Meagher, Alice Elizabeth, Pawtucket, Rhode Island.	Latin and Mathematics Group.
Reavey, Lilian Monica, Springfield, Massachusetts.	French and Chemistry Group.
Schofield, Gertrude Margaret, Chicago, Illinois.	English and French Group.
Strootman, Bertha Josephine, Buffalo, New York.	German and Chemistry Group.
Walsh, Katherine Louise, Davenport, Iowa.	English and French Group.

## BACHELOR OF LETTERS

1910

Connolly, Gertrude Adeline, Tulsa, Oklahoma.	Kerby, Mary Catherine, Washington, District of Columbia.
Sullivan, Elizabeth Louise, Bangor, Maine.	

## MASTER OF ARTS

1911

Reilly, Mary Louise,  
A. B., Smith College, 1910,  
Brockton, Massachusetts.

Philosophy and History Group.

## BACHELOR OF ARTS

1911

Boughan, Amy, Chicago, Illinois.	Greek and Chemistry Group.
Brownell, Rosalind, Waterbury, Connecticut.	Latin and French Group.
Callaghan, Agnes Laurentia, Haverhill, Massachusetts.	Latin and Mathematics Group.
Finnegan, Agnes Marie, New Britain, Connecticut.	Latin and History Group.
Galvan, Mary Bashford, East Greenwich, Rhode Island.	Latin and French Group.
Graves, Agnes Elizabeth, Albany, New York.	Latin and History Group.
Greeley, Kathleen Josephine, Holyoke, Massachusetts.	Greek and Latin Group.
Hanlon, Mary Elizabeth, Hillsboro, Ohio.	Latin and German Group.
Harrity, Isabelle Josephine, Philadelphia, Pennsylvania.	English and French Group.
Hennessey, Margaret Mary, Milwaukee, Wisconsin.	English and History Group.
Herron, Ellen Alice, Auburn, New York.	English and German Group.
Kenny, Victoria, Scranton, Pennsylvania.	Latin and Mathematics Group.
Lombard, Grace Marion, Worcester, Massachusetts.	English and German Group.
Martin, Mary Louise, Waterbury, Connecticut.	Latin and French Group.
Maxwell, Mary Margaret, Dakota City, Nebraska.	German and French Group.
McCann, Catherine Vincentia, New York City.	French and History Group.
McCarthy, Lucy Anne, Troy, New York.	Greek and Latin Group.
McDonald, Edith, Minneapolis, Minnesota.	English and German Group.
McLoughlin, Catharine, Worcester, Massachusetts.	English and History Group.
MacMahon, Mary Julia, Holyoke, Massachusetts.	Greek and Latin Group.

O'Brien, Eleanor Cruice, St. Paul, Minnesota.	English and History Group.
O'Neil, Patience Mary, Akron, Ohio.	Latin and French Group.
Pace, Marguerite Elise, Covington, Kentucky.	English and Latin Group.
Sheehan, Helena Gertrude, Buffalo, New York.	English and Chemistry Group.
Shillow, Agnes Mary, Columbia, Pennsylvania.	Latin and German Group.
Simms, Zita, Attleboro, Massachusetts.	Latin and German Group.
Sutcliffe, June Frances, Pawtucket, Rhode Island.	Latin and German Group.
Splane, Anne Mary, Manchester, New Hampshire.	English and History Group.
Wallis, Clare Marie, Philadelphia, Pennsylvania.	English and German Group.

### BACHELOR OF LETTERS

1911

Byrne, Esther, Omaha, Nebraska.	Carraher, Imogene Julia, Seattle, Washington.
O'Leary, Marguerite, Richibucto, N. B.	

### MASTER OF ARTS

1912

Barry, Alice Ernestine, A. B., Boston University, Malden, Massachusetts.	Philosophy and History Group.
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### BACHELOR OF ARTS

1912

Barrett, Corinne Anne, Caribou, Maine.	Latin and French Group.
Boyle, Anne Margaret, Sharon, Pennsylvania.	German and Mathematics Group.
Burns, Mary Christine, Bangor, Maine.	Greek and History Group.
Finn, Katherine Agnes, Dedham, Massachusetts.	Latin and German Group.
Giblin, Mary Alice, Scranton, Pennsylvania.	Latin and English Group.
Haag, Florence Grandon, New York City.	Latin and French Group.
Hastings, Mary Madeleine, Medford, Massachusetts.	English and French Group.

Kays, Cecilia Katherine, Los Angeles, California.	Greek and Latin Group.
Kempel, Caroline Barbara, Akron, Ohio.	German and Mathematics Group.
McCaffrey, Evelyn Elizabeth, Omaha, Nebraska.	English and French Group.
*McEnelly, Mary Cecilia, Hopkinton, Massachusetts.	English and French Group.
McFadden, Edith, Dubuque, Iowa.	German and History Group.
McQuade, Ellen Elizabeth, Lowell, Massachusetts.	Latin and German Group.
McSweeney, Katherine Florentine, Glens Falls, New York.	French and History Group.
Mills, Florence Jane, Fall River, Massachusetts.	Latin and German Group.
Mills, Alice Elizabeth, Fall River, Massachusetts.	Latin and German Group.
O'Malley, Regina Cecilia, Wilkes-Barre, Pennsylvania.	German and History Group.
Quinlan, Lucile Anne, St. Paul, Minnesota.	English and French Group.
Riley, Florence Marguerite, Binghamton, New York.	English and Chemistry Group.
Schofield, Mary Love, Chicago, Illinois.	English and German Group.
Sullivan, Julie Ellsbee, New York City.	English and French Group.
Townsend, Mary Grace, Washington, D. C.	English and History Group.
Vlymen, Mary Victoria, Hempstead, New York.	Greek and Latin Group.
Walsh, Mary Regina, Roxbury, Massachusetts.	English and German Group.
Walsh, Gertrude, Davenport, Iowa.	English and History Group.
Whitton, Mary Gertrude, Olean, New York.	German and History Group.

## BACHELOR OF LETTERS

1912

Driscoll, Marie Monica, Reading, Pennsylvania.	Gaynor, Maude Elizabeth, Nyack, New York.
Petersen, Alma Katherine, Fairmont, Minnesota.	

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\* Deceased.

## MASTER OF ARTS

1913

\*McEnelly, Mary Cecilia,  
A. B., Trinity College,  
Hopkinton, Massachusetts.

Latin and German Group.

## BACHELOR OF ARTS

1913

Barrett, Margaret Alice,  
Buffalo, New York.  
Becker, Louise Lucy,  
Wilkes-Barre, Pennsylvania.  
Blake, Frances,  
Buffalo, New York.  
Bosch, Antoinette Katherine,  
Lake Linden, Michigan.  
Cabana, Ethel Adelaide,  
Buffalo, New York.  
Cashman, Frances Catherine,  
Newburyport, Massachusetts.  
Carpentier, Madeleine Jeanne,  
Washington, D. C.  
Connolly, Mary Ellen,  
Washington, D. C.  
Connolly, Margaret Genevieve,  
Bradford, Pennsylvania.  
Cronin, Helen Agnes,  
Manchester, New Hampshire.  
Cummings, Mary Catherine,  
Fall River, Massachusetts.  
Donovan, Alice Louise,  
Lynn, Massachusetts.  
Driscoll, Blanche Katherine,  
Buffalo, New York.  
Friel, Elizabeth Teresa,  
Waterville, Maine.  
\*Kean, Ruth Elizabeth,  
Manchester, New Hampshire.  
McDevitt, Rita Mary,  
Pawtucket, Rhode Island.  
McNeelis, Anne Claire,  
Johnstown, Pennsylvania.  
McQuaid, Dorothy Cecelia,  
Jacksonville, Florida.  
May, Mary Lucile,  
Superior, Wisconsin.  
Moriarty, Irene Collins,  
Waterbury, Connecticut.

English and German Group.  
English and German Group.  
German and Chemistry Group.  
English and German Group.  
English and French Group.  
English and German Group.  
History and French Group.  
Latin and English Group.  
Latin and German Group.  
Latin and German Group.  
Latin and English Group.  
English and German Group.  
Latin and English Group.  
English and History Group.  
Latin and German Group.  
Latin and German Group.  
English and French Group.  
English and Mathematics Group.  
English and French Group.  
English and History Group.  
Greek and Latin Group.

\* Deceased.

Morrison, Erin Rose, Prescott, Arizona.	Latin and Mathematics Group.
Norman, Margaret Catherine, Baltimore, Maryland.	English and French Group.
O'Donnell, Margaret Mary, Rock Island, Illinois.	Latin and English Group.
Scanlon, Brighidin Trumble, Hancock, Michigan.	English and French Group.
Stokes, Helen Germaine, Scranton, Pennsylvania.	Greek and Latin Group.
Sullivan, Alice Elizabeth, Lowell, Massachusetts.	English and Chemistry Group.

### BACHELOR OF LETTERS

1913

Clarke, Florence Honora,  
Ortonville, Minnesota.

Scanlon, Lorine Agnes,  
Sioux Falls, South Dakota.

### MASTER OF ARTS

1914

Donovan, Alice Louise,  
A. B., Trinity College,  
Lynn, Massachusetts.  
Driscoll, Blanche Katherine,  
A. B., Trinity College,  
Buffalo, New York.  
McDevitt, Rita Mary,  
A. B., Trinity College,  
Pawtucket, Rhode Island.  
Stokes, Helen Germaine,  
A. B., Trinity College,  
Scranton, Pennsylvania.

Latin and English Group.  
Philosophy and History Group.  
Philosophy and English Group.  
Greek and Latin Group.

### BACHELOR OF ARTS

1914

Beatty, Lilian Zita,  
Brooklyn, New York.  
Begg, Mary Elinor,  
Waterbury, Connecticut.  
Boughan, Margaret,  
Chicago, Illinois.  
Cashman, Pauline,  
Newburyport, Massachusetts.  
Clifford, Mary Louise,  
Lewiston, Maine.  
Conroy, Helen Mason,  
East Orange, New Jersey.

French and History Group.  
Latin and French Group.  
German and French Group.  
Latin and German Group.  
English and French Group.  
English and History Group.

Culligan, Anna Verda, St. Paul, Minnesota.	English and Sociology Group.
Duffy, Marguerite Anne, Chateaugay, New York.	Latin and French Group.
Fitz-Maurice, Blanche Althea, Chicago, Illinois.	History and Botany Group.
Farren, Adele, Cleveland, Ohio.	Greek and French Group.
Flannery, Elizabeth Angela, Yonkers, New York.	English and French Group.
Gaffney, Mary Margaret, Waterbury, Connecticut.	English and French Group.
Gallagher, Margaret Mary, Washington, D. C.	Latin and French Group.
Geier, Rose, Helena, Montana.	Latin and German Group.
Hayes, Mary Evangeline, Waterbury, Connecticut.	English and History Group.
Hildensperger, Marie Kathleen, Wausau, Wisconsin.	Latin and German Group.
Hodson, Mary Veronica, Waterbury, Connecticut.	English and French Group.
Hoey, Jennie Margarita, New York City, New York.	History and Political Economy.
Johnson, Mary Agnes, Kansas City, Missouri.	German and French Group.
Kelly, Alice Mae, Washington, D. C.	Latin and German Group.
Lennon, Mary Josephine, Pawtucket, Rhode Island.	English and German Group.
Lennox, Laura Louise, Haverhill, Massachusetts.	Latin and German Group.
Lynch, Marion Winnifred, Newtown, Connecticut.	French and Physics Group.
Lynch, Catherine Veronica, Newtown, Connecticut.	Latin and German Group.
Mahoney, Mary Josephine, Lowell, Massachusetts.	French and Spanish Group.
McCaffrey, Anna May, Amsterdam, New York.	English and History Group.
McCarron, Anne Elizabeth, Maynard, Massachusetts.	English and Physics Group.
McCarthy, Sarah Cecilia, Troy, New York.	Latin and English Group.
McMahon, Maude Estelle, Worcester, Massachusetts.	English and French Group.
McSweeney, Mary Elizabeth, Glens Falls, New York.	Latin and History Group.
McVay, Josephine Ursula, Pawtucket, Rhode Island.	Latin and German Group.
Murphy, Isabelle Frances, Washington, D. C.	German and French Group.
Nugent, Josephine Pauline, Waterbury, Connecticut.	Latin and French Group.
Smith, Gertrude Pauline, Worcester, Massachusetts.	English and Physics Group.

Sullivan, Julia Winifred, Fall River, Massachusetts.	German and French Group.
Taylor, Frances Denning, Dobbs Ferry-on-Hudson, N. Y.	Latin and English Group.
Tuite, Bertha Euphemia, Pawtucket, Rhode Island.	Greek and Latin Group.
Walsh, Elizabeth Zoe, Mobile, Alabama.	English and History Group.
Welch, Marion Florentia, Beverly, Massachusetts.	English and French Group.
White, Julia Clarke, Rome, New York.	Latin and History Group.

### BACHELOR OF LETTERS

1914

Collins, Margaret Mary, Washington, D. C.

### MASTER OF ARTS

1915

Mahoney, Mary Josephine, A. B., Trinity College, 1914, Lowell, Massachusetts.	French and Spanish Group.
Walsh, Elizabeth Zoe, A. B., Trinity College, 1914, Mobile, Alabama.	History and English Group.

### BACHELOR OF SCIENCE

1915

Fennessey, Elizabeth Mary, Boston, Massachusetts.	Mathematics and Physics Group.
Judge, Veronica Mary, Fall River, Massachusetts.	Mathematics and Chemistry Group.

### BACHELOR OF ARTS

1915

Bragan, Irene Mildred, Acton, Massachusetts.	German and Chemistry Group.
Clemons, Anna Sophia, Montesano, Washington.	Greek and English Group.
Connelly, Catharine Sheehan, Elmira, New York.	English and History Group.
Evans, Mary Frances, La Crosse, Wisconsin.	English and French Group.
Fallon, Mary Day, Worcester, Massachusetts.	English and History Group.
Feeenan, Anna Margaret, Salem, Massachusetts.	Greek and Latin Group.

Gallagher, Dorothy,	English and History Group.
Kansas City, Missouri.	
Galligan, Mary Claire,	English and French Group.
Pueblo, Colorado.	
Gfroerer, Ruth Elizabeth,	Latin and German Group.
Chicago, Illinois.	
Hooley, Anne Sarachon,	Latin and German Group.
Nichols, Iowa.	
Jackson, Katharine Alice,	English and French Group.
Waterbury, Connecticut.	
Keenan, Addie Mary,	English and Biology Group.
Austin, Minnesota.	
Kramer, Marie Anna,	Latin and French Group.
Canton, Ohio.	
Kirwin, Carolyn North,	English and French Group.
Brooklyn, New York.	
Lane, Gertrude Mary,	Latin and French Group.
Washington, D. C.	
Lawler, Loretta Rose,	Latin and English Group.
Pittsburgh, Pennsylvania.	
Leonard, Elizabeth Anne,	Latin and German Group.
Wilkes-Barre, Pennsylvania.	
Long, Mary Ann Louise,	English and Philosophy Group.
Boston, Massachusetts.	
McArdle, Margaret Julia,	Greek and Latin Group.
Ware, Massachusetts.	
McCabe, Alice Loretta,	Latin and French Group.
Clinton, New York.	
McCarthy, Catherine Louise,	English and French Group.
Danbury, Connecticut.	
McCaskey, Catherine Agnes,	Latin and German Group.
Philadelphia, Pennsylvania.	
McWeeney, Margaret Elizabeth,	Greek and Latin Group.
Providence, Rhode Island.	
Maloney, Marguerite Louise,	English and French Group.
Woburn, Massachusetts.	
Mahony, Helen Paula,	English and Chemistry Group.
Roxbury, Massachusetts.	
Moore, Helen Louise,	English and History Group.
Washington, D. C.	
Murray, Helen Frances,	German and French Group.
Troy, New York.	
O'Connell, Regina Josephine,	English and Chemistry Group.
Marlborough, Massachusetts.	
Ryan, Marie Agnes,	English and History Group.
Philadelphia, Pennsylvania.	
Smith, Eileen Katharine,	German and French Group.
Fitchburg, Massachusetts.	
Walsh, Mary Dunne,	Latin and English Group.
Richmond, Virginia.	

## BACHELOR OF LETTERS

1915

La Follette, Clara, Pullman, Washington.

## MASTER OF ARTS

1916

Fallon, Mary Day, A. B., Trinity College, 1915, Worcester, Massachusetts.	History and Philosophy Group.
McCaskey, Catherine Agnes, A. B., Trinity College, 1915, Philadelphia, Pennsylvania.	Philosophy and Latin Group.

## BACHELOR OF SCIENCE

1916

McCarthy, Mary Elizabeth, Philadelphia, Pennsylvania.	Mathematics and Chemistry Group.
Monahan, Winifred Ellen, Central Falls, Rhode Island.	Mathematics and Chemistry Group.

## BACHELOR OF ARTS

1916

Boillin, Anne Elizabeth, Clarksville, Tennessee.	English and Political Science Group.
Boyle, Katherine Elizabeth, Fitchburg, Massachusetts.	Latin and French Group.
Brodbine, Helen Agnes, Beachmont, Massachusetts.	Spanish and English Group.
Brodbine, Anna Madeleine, Beachmont, Massachusetts.	French and History Group.
Brogan, Mary Christine, Cohasset, Massachusetts.	English and History Group.
Carlin, Katherine Frances, Roxbury, Massachusetts.	German and History Group.
Daily, Maureen Lewis, Bay City, Michigan.	French and Political Science Group.
FitzMaurice, Myrtle Virginia, Chicago, Illinois.	History and Political Science Group.
Garner, Esther Marie, Washington, D. C.	Latin and English Group.
Greene, Miriam Alice, Brooklyn, New York.	Latin and English Group.
Hanrahan, Florence Mary, Boston, Massachusetts.	Latin and History Group.
Kelleher, Margaret Claire, Ware, Massachusetts.	Latin and French Group.
Killorin, Alvera Marie, Wakefield, Massachusetts.	History and Political Science Group.
Lane, Margaret Mary, Washington, D. C.	History and Biology Group.
Leonard, Florence Marie, Cincinnati, Ohio.	Latin and English Group.

McLachlan, Mary Lorena, Danbury, Connecticut.	Latin and French Group.
McManus, Frances, Philadelphia, Pennsylvania.	Latin and English Group.
Moormann, Catherine Marie, Cincinnati, Ohio.	Latin and English Group.
Morrison, Elizabeth Frances, Worcester, Massachusetts.	German and English Group.
Murphy, Mary Rose, Buffalo, New York.	English and Mathematics Group.
Nangle, Ruth Frances, Brookline, Massachusetts.	French and Political Science Group.
Parsons, Margaret Mary, Philadelphia, Pennsylvania.	Latin and English Group.
Quinn, Ellen Vincent, Woonsocket, Rhode Island.	German and Physics Group.
Reavey, Loretto Justinian, Springfield, Massachusetts.	English and Biology Group.
Sharkey, Sara Veronica, Johnstown, Pennsylvania.	English and History Group.
Smith, Kathleen Marie, Riverdale, Maryland.	English and Chemistry Group.
Smith, Mary Harvey, Ferguson, Missouri.	English and French Group.
Unruh, Marie Irma, Mobile, Alabama.	English and History Group.
Vlymen, Felicita, Hempstead, New York.	Latin and German Group.
Walsh, Helen Marie, Memphis, Tennessee.	History and Political Science Group.
Wimsatt, Florence Josephine, Washington, D. C.	Latin and English Group.

## BACHELOR OF LETTERS

1916

McManus, Mary Frances, Concord, Massachusetts.

## MASTER OF ARTS

1917

Boughan, Amy, A. B., Trinity College, 1911, Chicago, Illinois.	Greek and Chemistry Group.
Boyle, Katherine Elizabeth, A. B., Trinity College, 1916, Fitchburg, Massachusetts.	Latin and French Group.
Wimsatt, Florence Josephine, A. B., Trinity College, 1916, Washington, D. C.	Latin and English Group.

## BACHELOR OF SCIENCE

1917

Donohoe, Zita Louise,  
Columbus, Ohio.

Mathematics and Physics Group.

## BACHELOR OF ARTS

1917

Baker, Anna Josephine,  
Worcester, Massachusetts.  
Baker, Estelle Margaret,  
Worcester, Massachusetts.  
Barry, Catherine,  
Chicopee, Massachusetts.  
Brennan, Elizabeth,  
Wilkes-Barre, Pennsylvania.  
Burns, Margaret Frances (cum laude)  
North Adams, Massachusetts.  
Callahan, Dorothy Louise (cum laude)  
Washington, D. C.  
Canfield, Aileen,  
Hancock, Michigan.  
Cavey, Ruth Elizabeth,  
Woodstock, Maryland.  
Conlin, Eleanor Miriam,  
Worcester, Massachusetts.  
Daly, Colette Marie,  
Naugatuck, Connecticut.  
Donahoe, Eleanor Claire,  
Middletown, Connecticut.  
Enright, Marie Elizabeth,  
Pittsfield, Massachusetts.  
Friday, Laura Marie,  
Washington, D. C.  
Gaffney, Florence Elizabeth,  
Cadillac, Michigan.  
Galvin, Anne Patricia,  
Bedford, Massachusetts.  
Geier, Mary Genevieve,  
Washington, D. C.  
Gillon, Eileen Bernadette,  
Milford, Massachusetts.  
Holland, Agnes Julia,  
Brookline, Massachusetts.  
Johnson, Alice Josephine,  
New York City, New York.  
Judge, Mary Elizabeth,  
Fall River, Massachusetts.  
Kean, Florence Rose,  
Manchester, New Hampshire.  
Kelly, Mabel Mary,  
Great Barrington, Massachusetts.

History and Political Science Group.  
History and Political Science Group.  
Greek and Latin Group.  
Latin and History Group.  
Greek and Latin Group.  
English and French Group.  
History and Political Science Group.  
Latin and English Group.  
History and Political Science Group.  
English and French Group.  
German and English Group.  
English and French Group.  
English and Political Science Group.  
Latin and German Group.  
Latin and History Group.  
Mathematics and Chemistry Group.  
German and French Group.  
English and French Group.  
Latin and English Group.  
German and English Group.  
French and History Group.  
German and English Group.

Kimmel, Anna, Altoona, Pennsylvania.	Latin and German Group.
Lawler, Anna Marie, Coudersport, Pennsylvania.	German and Mathematics Group.
Loftus, Mary Frances, Lawrenceville, Illinois.	English and Political Science Group.
Loughran, Miriam Elizabeth, Springfield, Illinois.	Latin and English Group.
McCarthy, Helen Margaret, Lewiston, Maine.	English and History Group.
McCormick, Eleanor, Pittsfield, Massachusetts.	Latin and English Group.
McFadden, Noel Marie, Dubuque, Iowa.	History and Political Science Group.
McGrath, Anna Dorothy, Columbus, Ohio.	French and Political Science Group.
MacHale, Gertrude Kathleen (cum laude) Scranton, Pennsylvania.	Greek and Latin Group.
McQuillan, Hazel St. Clair (cum laude) Cincinnati, Ohio.	Latin and English Group.
Maas, Marie Genevieve, Houghton, Michigan.	English and Political Science Group.
Maher, Emily Katharine, Utica, New York.	Mathematics and Political Science Group.
Matthews, Olive Gertrude, Worcester, Massachusetts.	English and French Group.
Murphy, Helen Shahan, Norwich, Connecticut.	French and Mathematics Group.
Neary, Agnes Buckley (cum laude) Johnstown, Pennsylvania.	Latin and English Group.
O'Malley, Marie Catherine, Barker, New York.	Mathematics and History Group.
Pace, Anna Lee, Cincinnati, Ohio.	English and Chemistry Group.
Power, Juliet Marie, Crafton, Pennsylvania.	English and Mathematics Group.
Power, Katherine Agnes, Worcester, Massachusetts.	English and History Group.
Shea, Marie Frances, South Lincoln, Massachusetts.	Latin and English Group.
Staudt, Margaret Pearl (cum laude) Canton, Ohio.	English and Chemistry Group.
Sullivan, Katherine Frances (cum laude) Washington, D. C.	Latin and English Group.
Sweetser, Teresa Mary (cum laude) Minneapolis, Minnesota.	History and Political Science Group.
Welch, Louise Loretta, Beverly, Massachusetts.	English and Political Science Group.

# ENROLMENT OF STUDENTS

1917-1918

## SENIOR CLASS

Beauton, Rita Mary,	New Haven, Conn.
Bride, Helen Mary,	Lawrence, Mass.
Brooks, Eileene Marie,	Poughkeepsie, N. Y.
Burch, Florence Rosalia,	Knoxville, Penna.
Burke, Angela Louise,	Springfield, Mass.
Bushong, Mary Theresa,	Brooklyn, N. Y.
Caverly, Mary Adelaide,	New York City, N. Y.
Connell, Philomene,	La Grange, Ill.
Daly, Margery,	Ogdensburg, N. Y.
Davey, Margaret,	Beverly, Mass.
Desmond, Ellen Gertrude,	Somerville, Mass.
Dillon, Frances Norton,	Houghton, Mich.
Dillon, Frances Winifred,	Lowell, Mass.
Donohoe, Eileen,	Missoula, Mont.
Dougherty, Margaret Ruth,	Beaver, Penna.
Downing, Eleanor Theresa,	New York City, N. Y.
Eagan, Kathleen Regina,	New York City, N. Y.
Eckel, Florence Maryann,	Niagara Falls, N. Y.
English, Anna Josephine,	Butte, Mont.
Felix, Gladys Marie,	Pittsburgh, Penna.
Flynn, Helen Margaret,	Pittsfield, Mass.
Gallagher, Annabel Marie,	Brooklyn, N. Y.
Goebel, Mary Ursula,	Marietta, Ohio.
Grady, Catherine Rose,	Waterbury, Conn.
Grothaus, Loretta Alice,	Richmond, Ind.
Hackemeier, Edna Marie,	St. Louis, Mo.
Harahan, Susannah Margaret,	Brooklyn, N. Y.
Jackson, Cecilia Elizabeth,	Waterbury, Conn.
Keeler, Mary Gertrude,	Pittsburgh, Penna.
Keller, Virginia Alma,	Brooklyn, N. Y.
Keller, Marie Louise,	Brooklyn, N. Y.
Langton, Mary Isabel,	Shenandoah, Penna.
Leonard, Alice Catherine,	Wilkes-Barre, Penna.
Long, Marion Hallinan,	New Britain, Conn.
McCabe, Mary Williams,	Superior, Wis.
McMahon, Mary Anna,	Brookline, Mass.
Magee, Christine Elizabeth,	Hastings-on-Hudson, N. Y.
Mangan, Grace Anastasia,	Pawtucket, R. I.
Martin, Florence Steele,	Asheville, N. C.

Moore, Pauline Elizabeth,	Newport, R. I.
Nearly, Vivien Marie,	Naugatuck, Conn.
O'Brien, Marian Claire,	Pittsburgh, Penna.
O'Shea, Marie Elizabeth,	Fort Smith, Ark.
Peterson, Frances Crowe,	Litchfield, Minn.
Reardon, Loretta Mabel,	Holyoke, Mass.
Riordan, Helen,	Washington, D. C.
Scanlan, Marie Rita,	Wave Crest, Far Rockaway, N. Y.
Sullivan, Alice Louise,	Newport, R. I.
Sullivan, Rowena Hope,	Riverdale-on-Hudson, N. Y.
Waters, Margery Helena,	Philadelphia, Penna.
Welch, Marie De Laney,	Litchfield, Minn.

### JUNIOR CLASS

Acerboni, Alexandrine,	Middletown, Conn.
Burns, Alice Ruth,	Watertown, N. Y.
Bowen, Frances,	New York City.
Bowler, Katherine,	Holyoke, Mass.
Byrne, Margarite Josephine,	Spokane, Wash.
Byrne, Marie Kathryn,	Spokane, Wash.
Cain, Isabella Bingham,	Washington, D. C.
Callahan, Margaret Gertrude,	Washington, D. C.
Cashen, Jennie,	New Rochelle, N. Y.
Cooney, Irene Hazel,	New Haven, Conn.
Crowe, Leonie Elizabeth,	New Britain, Conn.
Curtis, Lucy Constance,	Point Pleasant, N. J.
De Barber, Angela Camilla,	Altoona, Penna.
De Barber, Catherine Teresa,	Altoona, Penna.
De Pasquale, Consuelo Inez,	New York City, N. Y.
Dillon, Mary Elizabeth,	New York City, N. Y.
Donahoe, Anna Ella,	Middletown, Conn.
Donahoe, Marguerite Hart,	Baltic, Conn.
Donahoe, Una Carine,	Baltic, Conn.
Dore, Bernadetta Lidwine,	Washington, D. C.
Dougherty, Marie,	Beaver, Penna.
Farrell, Josephine,	Hutchinson, Kas.
Figueira, Mary Agnes,	Brooklyn, N. Y.
Fitzgerald, Elizabeth Barnett,	Peabody, Mass.
Fogarty, Catherine Isabel,	Springfield, Ill.
Greene, Dorothy,	Brooklyn, N. Y.
Griffin, Madeleine Agatha,	Woodstock, N. B., Canada.
Harrigan, Elizabeth Mary,	Lowell, Mass.
Hayes, Irene Elizabeth,	Granville, N. Y.
Hartman, Mary Margaret,	Pittsburgh, Penna.

Herbers, Marguerite Louise,	Memphis, Tenn.
Himstedt, Margaret Heller,	Little Rock, Ark.
Hodson, Esther Armella,	Waterbury, Conn.
Jones, Mary Elizabeth,	Tyrone, Penna.
Kelly, Isabel Marie,	Buffalo, N. Y.
Kelly, Margaret,	Sapulpa, Okla.
Klappert, Irene,	Brooklyn, N. Y.
von Kokoritz, Elizabeth Augusta,	Mt. Vernon, N. Y.
Lane, Mary Agnes,	Washington, D. C.
Lang, Margaret Madeleine,	Chicago, Ill.
Layden, Helen,	Pawlet, Vt.
Lee, Irene,	North East, Penna.
Lennox, Esther Marguerite,	Haverhill, Mass.
Lillis, Mary,	Marblehead, Mass.
McCarthy, Anita,	Wallace, Idaho.
McCarty, Florence Marie,	Fitchburg, Mass.
McTighe, Irma Elizabeth,	Binghampton, N. Y.
Martin, Katherine Mary,	Newport, R. I.
Murphy, Anna Leone,	Blue Earth, Minn.
Murphy, Florence Roma,	Brookline, Mass.
O'Brien, Dorothy,	Pittsburgh, Penna.
O'Donnell, Marie Thecla,	Brooklyn, N. Y.
O'Donnell, Teresa Regina,	Providence, R. I.
O'Toole, Julia Cecelia,	Gary, W. Va.
Rieckelman, Marion Crowther,	South Norwood, Ohio.
Ryan, Anna Marie,	Leechburg, Penna.
Shanahan, Helen,	Lima, Ohio,
Shannon, Alma Louise,	Yonkers, N. Y.
Shannon, Marion Elizabeth,	Yonkers, N. Y.
Sheehan, Margaret Mary,	Manchester, N. H.
Shugrue, Grace Mary,	Worcester, Mass.
Sullivan, Mary Margaret,	Dorchester, Mass.
Tracey, Kathleen Agnes,	Norwalk, Conn.
Voorhees, Grace Agnes,	Washington, D. C.
Waldron, Josephine Ellen,	Greenburg, Penna.
Welch, Gertrude Abigail,	Boston, Mass.
Wyman, Frances Dix,	Boise, Idaho.

### SOPHOMORE CLASS

Barrett, Dorothy,	Cleveland, Ohio.
Beatty, Loretta Cecilia,	Brooklyn, N. Y.
Bowler, Irene Claire,	Holyoke, Mass.
Brucker, Gertrude Marie,	Toledo, Ohio.
Burke, Frances Rita,	Springfield, Mass.

Butler, Margaret Verlun,	Wallingford, Conn.
Buttimer, Katharine,	Hingham, Mass.
Carbrey, Helen Berenice,	Scarsdale, N. Y.
Carey, Kathleen Cecelia,	Waterbury, Conn.
Casey, Marian Eugenia,	Scranton, Penna.
Casley, Dorothy Beatrice,	Washington, D. C.
Comba, Mary Annunciata,	Milford, Mass.
Convery, Marion Elizabeth,	Worcester, Mass.
Convey, Beatrice Agnes,	Middletown, Conn.
Cowles, Catherine Esther,	Washington, D. C.
Curtis, Hester Balch,	Point Pleasant, N. J.
Dean, Genevieve Marie,	Tipton, Iowa.
Duncan, Margaret Leona,	Waterbury, Conn.
Duncan, Mary Claire,	Waterbury, Conn.
Fitzgerald, Helen Catherine,	Fitchburg, Mass.
Flanigan, Kathleen Martha,	Newark, Ohio.
Gaffney, Mary Cecile,	Cadillac, Mich.
Gallagher, Winifred Agnes,	Birmingham, Ala.
Gallivan, Elizabeth Constance,	Providence, R. I.
Geier, Frances Margaret,	Washington, D. C.
Haugh, Veronica Edna,	Olean, N. Y.
Healy, Margaret Mary,	New York City, N. Y.
Hennessey, Esther,	Roxbury, Mass.
Hopkins, Marion,	Pittsburgh, Penna.
Horan, Miriam Isabelle,	Denver, Colo.
Horan, Mildred Margaret,	Bridgeport, Conn.
Judge, Anna Catherine,	Portland, Maine.
Keeley, Madelyne Catherine,	Waterbury, Conn.
Kelley, Mary Frances,	Fall River, Mass.
Kelly, Margaret Ruth,	Scranton, Penna.
Keyes, Louise Loughborough,	Tuxedo Park, N. Y.
Kramer, Madalene Emma,	Canton, Ohio.
Le Blond, Loretto,	Cincinnati, Ohio.
Lenahan, Margaret Fidelis,	Wilkes-Barre, Penna.
Loughran, Jane,	Warren, R. I.
Lyons, Ruth Eleanor,	Arlington, Mass.
McCabe, Catherine Colette,	Clinton, N. Y.
McCabe, Cornelia Devlin,	Superior, Wis.
McCarthy, Catherine Constance,	Ingleside, Ridley Park, Penna.
McCormick, Elizabeth,	Pittsfield, Mass.
McDonald, Eileen Josephine,	Waterbury, Conn.
McGady, Blanid Geraldine,	Worcester, Mass.
McGuire, Mary Frances,	New Rochelle, N. Y.
McMahon, Margaret Mary,	Tulsa, Okla.
Manion, Catherine Madeline,	St. Louis, Mo.

Marshall, Jean,	Fall River, Mass.
Mead, Mary,	Erie, Penna.
Mooney, Mary Coletta,	Cleveland, Ohio.
Mulligan, Alice Morris,	Wilkes-Barre, Penna.
Naumann, Dorothy Ridder,	New York City, N. Y.
O'Donnell, Inez Barbara,	Pittsburgh, Penna.
Oakley, Marjorie Lee,	Washington, D. C.
Phelan, Mercedes Mary,	Washington, D. C.
Robider, Josephine,	Savannah, Ga.
Russell, Ellen Josephine,	Washington, D. C.
Seeley, Irene May,	Providence, R. I.
Sikorsky, Lucy Mina,	Plaistow, N. H.
Slavin, Helen Marie,	Waterbury, Conn.
Somers, Marion Clare,	Jersey City, N. J.
Sullivan, Elizabeth,	Kansas City, Mo.
Sullivan, Mary Elizabeth,	New York City, N. Y.
Taff, Marie Frances,	Brookline, Mass.

#### FRESHMAN CLASS

Bacon, Helen,	Washington, D. C.
Barry, Alice Louise,	Peabody, Mass.
Barney, Margaret Mary,	Watertown, N. Y.
Beechinor, Florence Helena,	Mount Vernon, N. Y.
Bogan, Elizabeth Marie,	Washington, D. C.
Boillin, Margaret,	Clarksville, Tenn.
Bowen, Margaret Campbell,	Worcester, Mass.
Brady, Mary Isabel,	Washington, D. C.
Brady, Katharine Elizabeth,	Ellsworth, Maine.
Brennan, Mary Rose,	Chicago, Ill.
Brennan, Mary Rose,	Waterbury, Conn.
Campbell, Eleanor Dean,	Somerville, Mass.
Caplis, Hallie Mae,	Elm Grove, La.
Carberry, Mildred Evelyn,	Brooklyn, N. Y.
Cassidy, Caroline Lucy,	Concord, N. H.
Clifford, Catherine Ruth,	Lewiston, Maine.
Conroy, Emma Rebecca,	East Orange, N. J.
Cray, Catherine Lynch,	Uniontown, Penna.
Creamer, Pauline Genevieve,	Fall River, Mass.
Crotty, Margaret Natalia,	Roxbury, Mass.
Day, Mary Sylvia,	South Boston, Mass.
Delaney, Catherine M.,	Naugatuck, Conn.
Desmond, Margaret Mary,	Boston, Mass.

Devitt, Ellen Margaret,	Cleveland, Ohio.
Dickason, Marie Lyria,	Shreveport, La.
Du Brul, Anna Marguerite,	Cincinnati, Ohio.
Dudenhoefer, Kathryn Margaret,	Erie, Penna.
Dusseldorf, Dorothy Marion,	Brooklyn, N. Y.
Felix, Fantine,	Pittsburgh, Penna.
Greulich, Marguerite Claire,	Troy, Ohio.
Hartman, Agnes Marie,	Pittsburgh, Penna.
Hogan, Charlotte Armine,	Columbus, Ohio.
Horen, Camilla Mary,	Washington, D. C.
Hodson, Ella Mary,	Waterbury, Conn.
Hughes, Margaret Mary,	Washington, D. C.
Jackson, Louise Helen,	Waterbury, Conn.
Kain, Alice Clara,	Cincinnati, Ohio.
Keleher, Mary Armstrong,	Bethel, Vt.
Kelly, Helen Marie,	Harrisburg, Penna.
Kevin, Kathleen Frances,	Brooklyn, N. Y.
Koehne, Dorothy Mary,	Newport, R. I.
Kolp, Mary Elizabeth,	Canton, Ohio.
Kroutil, Bernice,	Yukon, Okla.
Le Blond, Elizabeth,	Cincinnati, Ohio.
Maher, Margaret Isabel,	Pittsburgh, Penna.
Mallon, Mary Patricia,	Sharon Hill, Penna.
Manning, Catherine Lois,	Watertown, Mass.
Moloney, Marie,	St. Louis, Mo.
Moore, Kathleen Marie,	Peabody, Mass.
Moormann, Rose Marie,	Cincinnati, Ohio.
Morris, Hilda,	Wilkes-Barre, Penn.
Murphy, Mary Ruth,	Denver, Colo.
Murphy, Josephine Rosemary,	Green Bay, Wis.
Murray, Laura Frances,	Minneapolis, Minn.
McCarthy, Cecile Elizabeth,	New York City, N. Y.
McCarthy, Frances Prout,	Lewiston, Maine.
McCarty, Louise Ellen,	Fitchburg, Mass.
McCormick, Katharine,	Pittsfield, Mass.
McKenna, Louise Hickey,	Lowell, Mass.
McLachlan, Isabel,	Danbury, Conn.
MacMaster, Adelyne Mary,	Dallas, Texas.
McNamee, Mary,	Atlantic City, N. J.
McNulty, Mary Zook,	Philadelphia, Penna.
McQuade, Margaret Genevieve,	Pittsburgh, Penna.
Neary, Nora Margaret,	Johnstown, Penna.
Newell, Margaret Stephany,	Baltimore, Md.
O'Brien, Rosetta Eleanor,	Waterbury, Conn.
O'Callaghan, Helen,	Ogdensburg, N. Y.

O'Connell, Irene,	Marlborough, Mass.
O'Connor, Helen Agnes,	Lawrence, Mass.
O'Shea, Dorothea Lenore,	Cambridge, Mass.
Padgett, Alice Elizabeth,	Washington, D. C.
Pamintuan, Paz,	Philippine Islands.
Powers, Janet Lucia,	Cleveland, Ohio.
Richardson, Agnes Greeley,	Brookline, Mass.
Rieckelman, Irene,	Cincinnati, Ohio.
Ryan, Corinne,	Albion, N. Y.
Sabourin, Blanche,	Lewiston, Maine.
Shanahan, Margretta Esther,	Pittsburgh, Penna.
Shanahan, Evelyn Marie,	Pittsburgh, Penna.
Shannon, Mabel Rockwell,	Ridgewood, N. J.
Shea, Isabel Frances,	Ashland, Wis.
Sheehan, Bernadette,	Washington, D. C.
Sheehan, Josephine,	Washington, D. C.
Sheehan, Nora,	Washington, D. C.
Skahan, Mary Gertrude,	Belmont, Mass.
Skahan, Ruth Kathryn,	Belmont, Mass.
Smith, Mary Armella,	Waterbury, Conn.
Sullivan, Helen Irene,	Kansas City, Mo.
Taff, Imelda Mary Agnes,	Brookline, Mass.
Thurston, Hazel Iris,	Orange, N. J.
Travers, Augusta Linherr,	Great Neck, Long Island.
Viano, Gertrude Anna,	Arlington, Mass.
Walsh, Katherine Cranitch,	Haverhill, Mass.
Walsh, Margaret Mary,	Willoughby, Ohio.
Walsh, Rosetta Cecilia,	Yonkers, N. Y.
Waterworth, Margaret,	Clearfield, Penna.
Wright, Pauline Genevieve,	Worcester, Mass.



## PUBLICATIONS

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TRINITY COLLEGE YEAR Book, published annually  
by the College,

TRINITY COLLEGE RECORD, a magazine published  
bi-monthly by the students of the College.

THE TRINIOLOGUE, published annually by the  
Senior Class. Price, \$3.00 per copy.

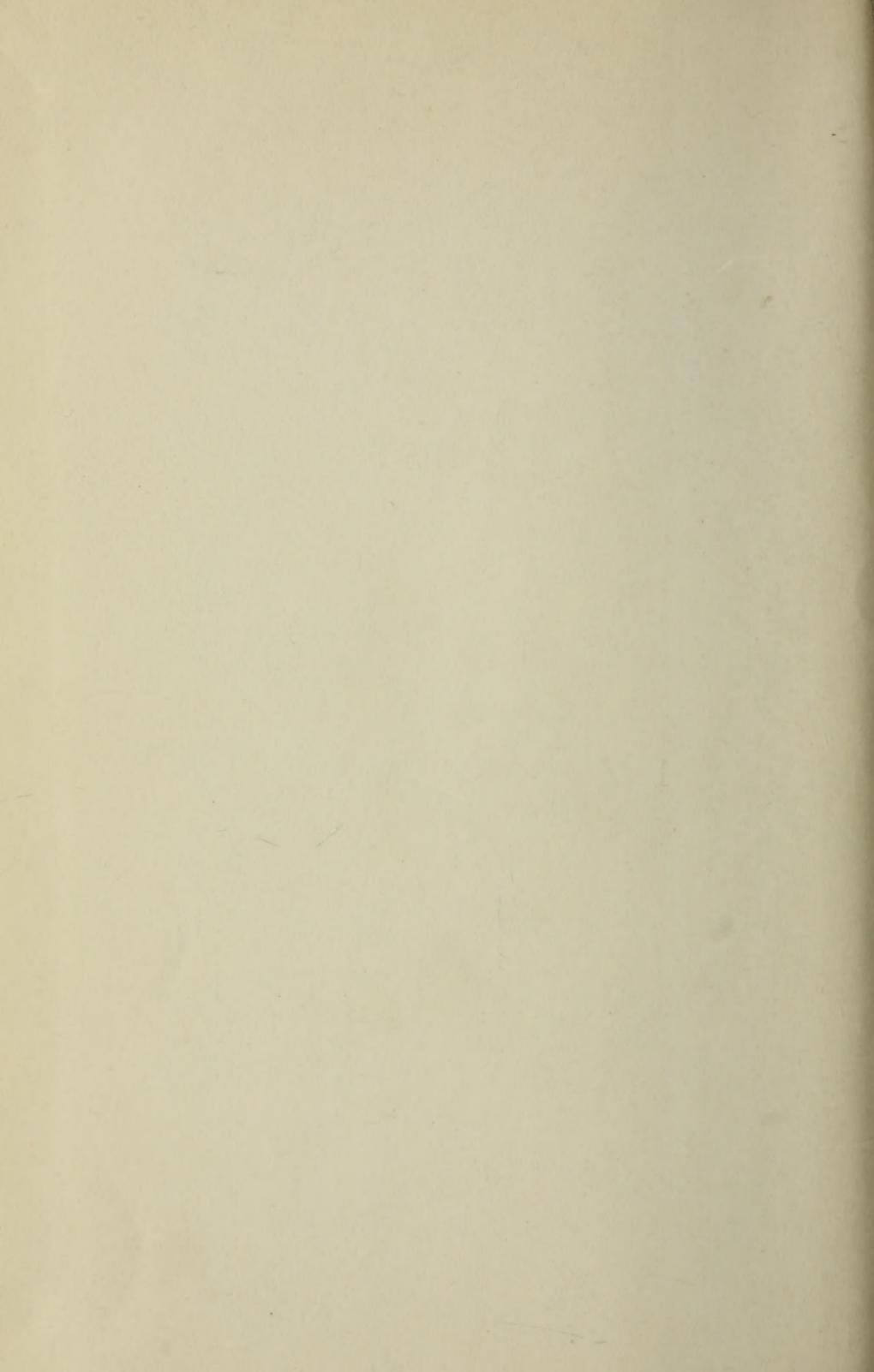
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